ED 352 437 AA 001 232

Resources in Education (RIE). Volume 28, Number 5.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 93
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 352 438 CE 060 658

McMahon, Rosemary; And Others
On Being in Charge: A Guide to Management in Primary Health Care. Second Edition.
PUB DATE- 92
NOTE- 472p.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Allied Health Personnel; *Community Health Services; Developing Nations; Foreign Countries; Health Programs; Inservice Education; Interpersonal Relationship; Learning Activities; *Management Development; Needs Assessment; Planning; *Primary Health Care; *Problem Solving; Resource Allocation; Supervisory Methods; *Supervisory Training

This revised training guide is designed to help health workers, including nurses, midwives, and medical assistants, improve managerial skills. The book is divided into four main parts, each dealing with a different aspect of management. An opening exercise helps readers diagnose managerial weaknesses and turn to appropriate chapters for study. Part I explains general principles and functions of management. Part II on personal relations offers advice on the following topics: how to get to know the community, motivate a health team, delegate authority, supervise supportively, conduct meetings, and encourage high work standards. Part III describes problem-solving methods for management of common problems involving equipment, drug supply, money, time, space in the office or clinic and in the community, and paperwork. Information includes how-to

ED 352 455 CE 062 514

Johnson, Scott D.; Fischbach, Rita McDonough
Teaching Problem Solving and Technical Mathematics through Cognitive Apprenticeship at the Community College Level.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Nov 92
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Community Colleges; *Cooperative Learning; Educational Research; Industrial Education; *Mathematics Instruction; Models; *Problem Solving; *Teaching Methods; Technical Education; *Technical Mathematics; Two Year Colleges
IDENTIFIERS- *Cognitive Apprenticeships

The traditional format of mathematics instruction has not succeeded in providing the skills students need to work cooperatively to solve problems in industry. New models of instruction have been proposed to resolve this deficiency. Schoenfeld has used a technique that incorporates coaching, modeling, and fading strategies with college-level students. Treisman has improved minority student performance in calculus using a model based on collaborative problem solving. A hybrid model called cognitive apprenticeship merges the coaching-modeling-fading components of Schoenfeld's model and Treisman's collaborative workshop model to enable students to become better problem solvers while working together as members of a community of learners. Cognitive apprenticeship instruction was tested in community college industrial technology classes: two instructors each taught a traditional and an experimental technical mathematics class. Quantitative data from indicated students in the cognitive apprenticeship group scored slightly better than the control group on a problem-solving exam and the final exam, although not significantly. The scores of the cognitive apprenticeship students on a standardized exam were slightly lower than the control group, but not significantly. Two recommendations were proposed based on the results of the study: first, to explore the model further after certain suggestions were incorporated and second, to test it in other math-based classes. (Contains 61 references.) (YLB)

ED 352 456 CE 062 515

Finch, Curtis R.; And Others
Using Professional Development To Facilitate Vocational and Academic Education Integration: A Practitioner's Guide.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Nov 92
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Education; Change Agents; Change Strategies; Counselor Role; *Educational Change; Educational Innovation; *Inservice Teacher Education; *Integrated Curriculum; *Professional Development; Secondary Education;

ED 352 474 CE 062 580

Literacy and the Right To Know. A Workshop (Hamilton, Ontario, Canada, April 18-19, 1989).
PUB DATE- Apr 89
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Accident Prevention; Adult Basic Education; Adult Literacy; Basic Skills; Canada Natives; *Federal Legislation; Foreign Countries; *Functional Literacy; *Illiteracy; Immigrants; Literacy Education; *Occupational Safety and Health; *Safety Education; Skill Development
IDENTIFIERS- Canada; *Workplace Literacy

A workshop on Literacy and the Right to Know discussed the problems of illiteracy on the job, especially in the context of teaching workers about job hazards. Participants approached the topic from a number of angles: the dimensions of the problem of literacy in workplaces; the impact of Right-to-Know legislation; the role of training and evaluation in the Right-to-Know legislation, and various alternatives to compensate for a lack of language skills. The workshop featured an open panel discussion that included presentations by Gord Nore, Training Manager for Learning in the Workplace at Frontier College; John Woodcroft, Supervisor of Operating Services at the Lake Erie Works of Stelco Steel; Peter Doering, Business Representative for the United Brotherhood of Carpenters and Joiners of America; and Doug Felice, Regional Representative of the Workers' Health and Safety Centre. Participants agreed that, although illiteracy and language difficulties are problems in Canadian workplaces, they are attributable as much to a changing world as to any other cause. The great loss in worker potential due to illiteracy and language difficulty was another area of agreement. Participants also agreed that certain segments of the population--for example, Native Americans and new immigrants--have special needs, and that certain literacy tests are unfair to such people because of the cultural biases they contain. Much discussion focused on the Workplace Hazardous Materials Information System, because of which thousands of workers are being subjected to training for the first time in their working lives and many find it a very uncomfortable experience. The workshop also contained reports from four groups: management (Doug Maurich); professionals (Judy Ann Roy); labor (Peter Doering); and government (Lillian Vine). (A list of workshop participants and their affiliations is included.) (KC)

ED 352 475 CE 062 581

Draft Competence Statements for Adult Reading and Writing. Adult Basic Education Accreditation Framework Project. Volumes One and Two.
PUB DATE- Jan 92
NOTE- 103p.; For volume three, on "Adult Mathematics," see CE 062 582.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; Basic

ED 352 492 CE 062 633

Project Care: A Workplace Literacy Partnership between Louisiana State University Medical Center and Louisiana State University-Shreveport. Final Performance Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 92
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Allied Health Occupations Education; *Allied Health Personnel; Basic Skills; *Entry Workers; Hospital Personnel; Inservice Education; *Literacy Education; Material Development; Program Effectiveness; Program Evaluation; Program Implementation; Skill Development
IDENTIFIERS- Louisiana State University Shreveport; *Workplace Literacy

Project CARE, a workplace literacy partnership between Louisiana State University Medical Center and Louisiana State University-Shreveport, surpassed its goal to influence 485 employees and to enroll at least half that number. The project also provided training seminars for front-line supervisors and revised documents. All data and information were collected and analyzed on an ongoing basis. Workplace-related materials were collected and analyzed for an industry-specific, computer-assisted instruction program to teach basic literacy skills to entry-level health care workers. Demonstrable improvement in basic skills of learners was evident in improved math, writing, and basic communication scores on Educational Testing Service Quantitative, Document, and/or Prose Literacy Tests and self-reports of improved oral skills. External dissemination activities included information provided at conferences, articles published in professional journals, affiliations with local and state literacy groups, and satellite courses and programs. Internal dissemination activities included newsletters, flyers, posters, and displays. A third-party evaluation found that Project CARE improved participants' work-related literacy skills and laid the groundwork for an ongoing cooperative effort to upgrade skills and opportunities of entry-level employees. (This document contains a staff listing, testing summary, enrollment data, information on fourth-quarter counseling, financial report, and external evaluation report.) (YLB)

ED 352 493 CE 062 634

Plewes, Thomas J.
Workforce Trends, Workplace Trends: How They Dictate a Changing Education and Training Strategy.
PUB DATE- 2 Nov 92
NOTE- 12p.; Paper presented at the Work Now and in the Future Conference (Portland, OR, November 2, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Aging (Individuals); Career Education; Cultural Pluralism; Dislocated Workers; Employment Practices; *Employment Projections; Females; Futures (of Society); Job Training; Labor Force Development; *Labor Market; *Labor Needs;

ED 352 510 CE 062 665

Pearce, Kathryn; And Others
Learner Outcomes: Past, Present, and Future.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 35p.; In "New Designs for the Comprehensive High School. Volume II--Working Papers"; see CE 062 664.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Decision Making; Educational Change; *Educational Development; *Educational Objectives; Educational Principles; Educational Quality; Educational Research; High Schools; Integrated Curriculum; Literature Reviews; *Outcomes of Education; Relevance (Education); Role of Education; School Role; *Student Educational Objectives; Vocational Education

Words such as aims, goals, objectives, requirements, and outcomes have been used to define the role of education. As evident in the work of Dewey (1916), Walker and Soltis (1986), Sizer (1984), Goodlad (1984), Boyer (1983), Mager (1970), and Spady (1989), these terms are fuzzy and ill-defined. Throughout history, educators have identified various goals for education: prepare students for life, prepare an elite group of students for entry into higher education, prepare youth for social change, and ensure national purpose. As a result of the National Commission on Excellence in Education report, "A Nation at Risk" (1983), most educators are taking a closer look at the goals of the education system. Sizer suggests two separate purposes: education of the intellect and education in character. Goodlad divides goals into academic, vocational, social and civic, and personal. Walker and Soltis identify three basic educational aims: cultivate knowledge, sustain and improve society, and foster individuals' well-being. Developers of aims for education should keep in mind Honig's (1988) observation that consideration of the three identities of each individual--worker, citizen, and private person--points the way to what school should accomplish and Barth's (1990) strong recommendation that each teacher and principal develop a unique personal vision. Because of a conflict between the rational scientific method and political method currently used, Walker and Soltis (1986) recommend participative social planning for development of goals. (Contains 20 references.) (YLB)

ED 352 511 CE 062 666

Pease, Virginia H.; And Others
Learner Outcomes: Design Specifications and Selected Learner Outcomes for the Comprehensive High School of the Future--Choosing the Keystone.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 13p.; In "New Designs for the Comprehensive High School. Volume II--Working Papers"; see CE 062 664.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Decision Making; Educational Change; *Educational Development; *Educational Objectives; Educational Principles; Educational Quality; Educational Research; High Schools; Integrated Curriculum; Literature Reviews; *Outcomes of

ED 352 528 CE 062 690

Molek, Carol
Legal/Medical ABE Pre-Vocational Clerical Skills. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.
PUB DATE- 92
NOTE- 182p.; Handwritten course evaluations may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Programs; *Basic Skills; *Clerical Occupations; Computer Simulation; Curriculum Guides; Entry Workers; Health Occupations; Literacy Education; *Prevocational Education; Secretaries
IDENTIFIERS- 353 Project

This document describes the development and implementation of curriculum to train adult basic education students who are considering clerical careers in the legal and medical fields. The 17-page project report outlines the following aspects: (1) development of an entry-level math and English curriculum; (2) use of computer simulation for legal or medical work environments; (3) completion of the 160-hour course by 19 students; and (4) follow-up of student progress and referral to appropriate further training. A list of software used by the project and a list of nine recommended publications follow the report. The legal outline contains learning objectives and topics for 8 weeks of instruction. The medical outline contains learning objectives, topics for 8 weeks of instruction, student worksheets and/or quizzes, and their answers. A description of competency measurement is followed by sample student progress records from the pre/posttests. Other contents are as follows: sample materials from the Northampton Community College clerical curriculum; class handouts (enrollment procedures, application, schedules, rules, follow-up form); and student evaluations of both the legal and medical courses. (CML)

ED 352 529 CE 062 691

Bernstein, Peg
Math without Fear. A Concrete Approach to Mathematics.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.
PUB DATE- Jul 92
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; *Adult Students; *Arithmetic; Females; Learning Activities; *Mathematical Applications; Mathematical Concepts; *Mathematics Anxiety; *Mathematics Instruction; Numeracy; Teaching Methods; Womens Education
IDENTIFIERS- 353 Project

This curriculum guide, developed by an adult basic education program for disadvantaged women, provides methods for teaching mathematical concepts and operations including whole numbers, fractions, decimals, and percents. The curriculum illustrates methods and activities that bridge the gap between numerals

ED 352 547 CE 062 720

Phelps, L. Allen
Designing Effective Education-Work Linkages. Issues in Education & Work. Issue Paper No. 1.
PUB DATE- 92
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Education; Career Education; Change Strategies; Educational Administration; *Educational Change; Educational Improvement; *Education Work Relationship; *Effective Schools Research; Experiential Learning; High Schools; Integrated Curriculum; *School Effectiveness; Vocational Education

A number of premises undergird the emerging relationships between education and work. The first nine suppositions suggest more powerful ways to conceptualize the substantive elements of schooling, emphasizing curriculum, instruction, and counseling and guidance. The final three focus on the organizational management aspects of education and work linkages. Effective practices for several principles are documented and described in the literature: integration-focused initiatives; practices ensuring active partnership of parents and role models; practices embracing the principle of continuous, functional context learning; practices enhancing economic and work concepts related to the global marketplace and addressing issues of equity and diversity on the domestic scene; strategies aimed at improving school-to-work transitions; and practices helping students better understand learning-at-work expectations. Practices have been implemented that illustrate the organizational and management premises of teacher use of research-based knowledge, effective patterns of collaborative leadership, and comprehensive assessment strategies. Any major educational redesign effort should include minimally these three organizational and curricular arrangements: provisions for curricular integrations, experiential learning, and formal and direct linkage of high school settings with both post-school education and work environments. (Contains 10 references.) (YLB)

ED 352 548 CE 062 721

National Workplace Literacy Program. Final Program Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 92
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Basic Skills; Education Work Relationship; Employee Attitudes; Employer Attitudes; *English (Second Language); Labor Force Development; *Literacy Education; Program Development; Program Effectiveness; Staff Development; Student Attitudes
IDENTIFIERS- National Workplace Literacy Program; Prince Georges County Public Schools MD; *Workplace Literacy

The Prince George's County (Maryland) Public Schools and Prince George's Private Industry Council worked together to provide

ED 352 565 CG 024 666

Heckman, Timothy G.; And Others
Gender and the Utilization of Base-Rate Information.
PUB DATE- Aug 92
NOTE- 17p.; Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Style; *Decision Making; Higher Education; *Information Utilization; Probability; *Psychological Patterns; *Sex Differences; *Undergraduate Students
IDENTIFIERS- *Base Rate Information

The present investigation employed Kahneman and Tversky's (1973) "Cab Problem" and the "Shuttle Problem" (a modified version of the former) in two separate experiments to further examine the impact of several variables on the utilization of base-rate information, and to what extent gender is related to the utilization of non-diagnostic base-rate information. Experiment One tested 216 tested undergraduate students to investigate the effects of gender, order of information, and the accuracy of case-specific information on the utilization of diagnostic base-rate information. Diagnostic base-rate information in Experiment One was information that should have been incorporated into subjects' probability estimates. Significant main effects were found for "Order of Information" and "Witness Accuracy Rate". In Experiment Two, non-diagnostic base rates were presented to 155 undergraduates. Non-diagnostic base rates were information that should not have been incorporated into individuals' probability estimates. Significant main effects for "Gender" and "Out-of-Commission Rate" suggest that subjects encounter difficulty when deciding what type of information is relevant to word problems and that quite possibly, individual differences and inappropriate applications of basic arithmetic may be responsible for some errors in more traditional base-rate investigations. (ABL)

ED 352 566 CG 024 667

Tuck, Kathy D.
Dropout and Migration Statistics: District of Columbia Public Schools, School Year 1989-90.
PUB DATE- Jul 91
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Dropout Characteristics; *Dropout Rate; Dropout Research; *Dropouts; Secondary Education; Secondary School Students; *Student Attrition
IDENTIFIERS- *District of Columbia Public Schools

These dropout and migration statistics were compiled during the first year of implementation of the District of Columbia Public Schools (DCPS) dropout tracking and database system. These data were collected, primarily, to determine the number of students leaving the DCPS before graduation who did not re-enroll in another educational institution. However, the tracking procedures also permitted other migration statistics to be

ED 352 585 CG 024 690

Doing What It Takes To Make Schools and Communities Drug Free. Conference Proceedings (2nd, Chicago, IL, March 26-28, 1992).
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Mar 92
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Alcohol Abuse; *Drug Abuse; Elementary School Students; *Elementary Secondary Education; *Prevention; Program Effectiveness; School Community Relationship; Secondary School Students; *Substance Abuse
IDENTIFIERS- *Drug Free Schools

Keynote addresses, issues forums, workshops, and panel discussions from a conference on making schools and communities drug free are summarized in this document. Keynote addresses by Jonathan Kozol, Protase Woodford, and Jeff Howard are summarized. Issues forums are included on the topics of building successful school and community partnerships; building knowledge about children prenatally exposed to drugs; understanding the diversity of culture; and gang awareness and violence prevention strategies. Twenty-three workshops are summarized. Some of the topics covered include: (1) self-esteem; (2) innovative strategies to reach urban families at risk; (3) resilience; (4) cultural diversity in planning youth programs; (5) disabilities and juvenile justice and substance abuse; (6) developing tobacco, alcohol, and other drug policies that work; (7) collaboration among state education agencies, schools, and communities to prevent alcohol and other drug use by children; (8) strategies for community mobilization; (9) peer helpers/leaders; (10) student assistance programs; (11) curriculum infusion; and (12) the forgotten addiction of tobacco. Panel discussion from six winning schools are presented, including three elementary schools, one middle school, one junior high school, and one high schools. (ABL)

ED 352 586 CG 024 691

New Law Requiring Adult Consent for a Minor's Abortion (1991 Wisconsin Act 263). Information Memorandum 92-12.
PUB DATE- 15 Jun 92
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Abortions; *Adolescents; *Counseling; Parent Child Relationship; Parent Participation; *Parents; *Pregnant Students; *State Legislation
IDENTIFIERS- *Parental Consent for Minors; *Wisconsin

This document describes Wisconsin's new law requiring the consent of a minor's parent or adult relative in order for a physician to perform an abortion on a minor. Part I describes highlights of the new law, including the consent requirement, exemptions, and court bypass procedure. Part II gives the background of the law, including incidence of abortion and childbirth to minors in Wisconsin and a history of laws relating to abortion. Part III describes the law, focusing on legislative intent, consent requirements, exceptions to consent requirements, a definition of abortion, the judicial bypass procedure, penalties, duties of county departments of social services, and the effective

ED 352 606 CS 011 102

Cochran, Judith A.
Reading in the Content Areas for Junior High and High School.
PUB DATE- 93
NOTE- 342p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Class Activities; *Content Area Reading; Critical Thinking; Higher Education; *Reading Difficulties; *Reading Improvement; Reading Skills; Reading Strategies; *Remedial Reading; Secondary Education; *Secondary School Curriculum; Study Skills; Teaching Methods; Vocabulary Development

Reflecting concern for the myriad problems resulting from the presence of poor readers in secondary schools today, this book shows content area teachers why they must and how they can improve students' reading deficiencies. The book provides an explanation of reading skills and learning difficulties in a quick and easy format; activities to develop reading skills and remedy learning difficulties; content explanations in the first part of each chapter followed by a teaching activities section; and application exercises taken from classroom situations that require students to apply, synthesize, and analyze information presented in the chapter. Chapters in the book are: (1) Reading in the Content Areas: Multiple Literacy; (2) Using Textbooks Effectively; (3) Testing; (4) Vocabulary Development; (5) Reading Comprehension; (6) Reading and Writing: Avenues to Critical Thinking; (7) Study Skills; (8) Remedial, Dyslexic, ESL, and Talented and Gifted Readers; (9) Television, Computers, and Reading Instruction; and (10) Overview of Reading Program Organization. The book is intended for a wide range of uses: as a textbook in teacher preparation courses, as an in-service or self-instructional book for teachers, for parent tutoring, and as a workbook for junior high, high school, and college students. (RS)

ED 352 607 CS 011 103

Herber, Harold L.; Herber, Joan Nelson
Teaching in Content Areas with Reading, Writing, and Reasoning.
PUB DATE- 93
NOTE- 448p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Class Activities; *Content Area Reading; *Content Area Writing; Higher Education; Intermediate Grades; Learning Strategies; *Reading Improvement; *Reading Skills; Reading Writing Relationship; Secondary Education; Teaching Methods; *Thinking Skills; Vocabulary Development; *Writing Skills
IDENTIFIERS- *Content Area Teaching

Intended for present and future classroom subject-area teachers from intermediate grades through college, this book presents ways to teach the content of various subjects while simultaneously teaching the relevant reading, writing, and reasoning skills. The book shows not only how reading, writing, and reasoning relate to one another but also how these relationships can be incorporated to support the teaching of course content. The book focuses on instructional resources and instructional strategies. Chapters in the book are: (1)

ED 352 626 CS 011 123

Hartley, James
Does What Goes In Determine What Comes Out? Recalling Structured Text.
PUB DATE- Aug 92
NOTE- 36p.; Paper presented at the Annual Meeting of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Junior High Schools; Reading Comprehension; Reading Research; *Recall (Psychology); *Text Structure
IDENTIFIERS- Chunking; Text Design; *Text Factors

A study examined the ways in which children recall structured text. Subjects, eighty-eight 12- to 13-year-old children, studied a short passage for five minutes which was printed in either a "chunked" format (where phrases are segmented or presented on separate lines) or a "traditional" one. The children were then asked to write the passage out from memory. Results indicated that "chunking" did not significantly affect recall; however, the format of the presentation affected the format of the recall, with 44 out of 44 children in the chunked condition recalling in a chunked format, and virtually all of the 44 children in the traditional condition writing out their passages in the traditional way. (A table summarizing the results of 30 studies on structured text, a table of data, and 2 figures presenting materials used in informal and formal experiments are included; 42 references and a scoring sheet are attached.) (Author/RS)

ED 352 627 CS 011 124

Fear, Marion J.
Family Literacy Research Project Report.
PUB DATE- Jun 91
NOTE- 29p.; Funding provided by a grant from the Federal-Provincial Literacy Program under the management of the Quebec Literacy Working Group.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Literacy; Adults; Elementary Education; Foreign Countries; Oral Reading; *Parent Attitudes; Parent Participation; *Parent Student Relationship; Program Effectiveness; *Reading Aloud to Others; Reading Attitudes; *Reading Improvement; Reading Research
IDENTIFIERS- *Family Literacy; Quebec; Slosson Oral Reading Test

A study surveyed adults with literacy problems and evaluated the Parents-as-Partners-as-Learners project. Eighty English-speaking adults in the eastern townships of Quebec, Canada, were interviewed concerning their literacy problems. Results indicated that health and social problems were identified by the adults as the major impediment to learning; and that adults with more relatives identified as having learning problems were considerably more negative about their experiences in school and less ready to identify themselves as having intellectual problems. The effect of the Parents-as-Partners-as-Learners project on children's oral reading was examined. First- through fifth-grade children in two school districts in Quebec were

ED 352 646 CS 213 578

Warren, Stephen
Grandmothers in the Classroom: How College English Teachers Can Help Those Non-Traditional Students.
PUB DATE- Mar 92
NOTE- 11p.; Paper presented at the Annual Meeting of the College English Association (23rd, Pittsburgh, PA, March 27-29, 1992). Illustration may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Students; *College English; College Faculty; *English Instruction; Free Writing; Higher Education; *Nontraditional Students; *Writing Attitudes; Writing Instruction
IDENTIFIERS- Writing Contexts

Realizing that non-traditional students must cope with a campus that remains primarily oriented toward the 18-year-old just out of high school, the college teacher must make sure that both traditional and non-traditional students feel comfortable together in the classroom. College English teachers can help non-traditional students by letting them use what they already know, by letting various personal experiences--as a coal miner, nurse, mechanic, fire fighter, grandmother--be subjects of their writing. "Free-writing" in the first class session allows students to express thoughts and personal anxieties about coming to college. Throughout the semester, teachers should monitor students' writing attitudes, often through one-to-one discussion. Non-traditional students have had intriguing experiences, and their personal stories and anecdotes, along with their understanding of the world beyond college, should be made part of the English classroom. (A drawing by M. C. Escher used as a writing prompt and a writing attitude survey are included.) (RS)

ED 352 647 CS 213 579

Moehs, Judith D.
Writing Standards: Linking Part-Time and Full-Time Instructors.
PUB DATE- Mar 92
NOTE- 8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adjunct Faculty; *College English; Collegiality; *English Departments; Full Time Faculty; Higher Education; *Interprofessional Relationship; *Part Time Faculty; Professional Development; Writing Evaluation
IDENTIFIERS- English Teachers; Saginaw Valley State University MI

Despite what institutions and departments are doing to make adjunct instructors feel valued and a part of the college community, there are always two groups: the full-time faculty and the adjuncts. To feel valued, what an adjunct instructor might need more than a mentor, a name tag, or even a raise in pay, is to be considered a professional equal by full-time faculty. An adjunct instructor at Saginaw Valley State

ED 352 668 CS 213 630

Schifferle, Judith
Editorial Skills: Ready-to-Use Writing Workshop Activities Kits. A Practical and Systematic Way To Build Basic Writing Skills and Teach the Entire Writing Process in Grades 4 through 8. Kit IV.
PUB DATE- 85
NOTE- 63p.; For kits I-VI, see CS 213 627-632.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Editing; Intermediate Grades; Junior High Schools; Skill Development; *Writing Instruction; Writing Processes; *Writing Skills; *Writing Workshops
IDENTIFIERS- *Process Approach (Writing)

This handbook is one of a set of six which provide a systematic means to help students in grades 4 through 8 learn the process of writing while building specific writing skills. The handbook focuses on editorial skills, and offers 25 reproducible lessons, in a variety of formats, which focus on a specific writing improvement skill, such as writing an effective introduction or ending, using parts of speech correctly, being consistent, and varying sentence lengths. Each handbook also presents directions and reproducible management and evaluation aids for turning the classroom into a writing workshop (such as an editor's key, editing practice pages, an individual recordkeeping form, and a form to help students design their own writing activities). (SR)

ED 352 669 CS 213 631

Schifferle, Judith
Letter and Report Writing Skills: Ready-to-Use Writing Workshop Activities Kits. A Practical and Systematic Way To Build Basic Writing Skills and Teach the Entire Writing Process in Grades 4 through 8. Kit V.
PUB DATE- 85
NOTE- 47p.; For kits I-VI, see CS 213 627-632.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Intermediate Grades; Junior High Schools; *Letters (Correspondence); Skill Development; *Technical Writing; *Writing Instruction; Writing Processes; *Writing Skills; *Writing Workshops
IDENTIFIERS- *Process Approach (Writing)

This handbook is one of a set of six which provide a systematic means to help students in grades 4 through 8 learn the process of writing while building specific writing skills. The handbook focuses on letter and report writing skills, and offers 25 reproducible lessons, in a variety of formats, which give students practical experience in writing business and personal letters, list preparation, and organizing and writing reports. Each handbook also presents directions and reproducible management and evaluation aids for turning the classroom into a writing workshop (such as an editor's key, editing practice

ED 352 688 CS 508 020

Harrison, S. L.
Communication Curricula and Ethics.
PUB DATE- Oct 89
NOTE- 15p.; Paper presented at the Florida Communication Association Conference (Orlando, FL, October 14-15, 1989).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Advertising; Curriculum Research; *Ethical Instruction; *Ethics; Higher Education; National Surveys; *Public Relations; *Textbook Content; Textbooks
IDENTIFIERS- *Communications Curriculum; Educational Issues; Media Ethics

A study examined the role of ethics in advertising and public relations courses. A questionnaire was sent to 183 colleges and universities that offer major fields of studies in advertising or public relations, and 134 institutions responded for a return rate of 73%. Results indicated that: (1) nearly all (97%) of the respondents affirm that the study of ethics is either "very important" or "important" for public relations and advertising students; (2) 78% report such studies are "extremely important"; (3) 90% rank ethics as an "increasingly important issue" for professional practitioners, and 74% "strongly" agree that the issue of ethics is increasingly important; (4) 93% assert that public relations or advertising sequences include the study of ethics, and 82% require students to complete courses with at least some ethics content; but (5) only 25% of the institutions offered courses devoted exclusively to ethics; and (6) only 26% feel that educational institutions should have the major responsibility for inculcating ethics. Findings suggest that there is a need for teachers who are familiar with the singular moral questions that pertain to advertising and public relations practices in the marketplace, and a separate course in ethics should be required as part of the core curriculum. (One table of data and 13 footnotes are included.) (RS)

ED 352 689 CS 508 021

Harrison, S. L.
Media Ethics.
PUB DATE- 1 Jul 92
NOTE- 10p.; Paper presented to the International Press Club (Miami, FL, July 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ethics; *Journalism; Journalism Education; Mass Media Role; *Newspapers; Press Opinion; Professional Education; Television
IDENTIFIERS- Journalists; *Media Ethics

A return to excellence and ethics can end the bashing of the press and earn it respect. H. L. Mencken was an outstanding press-basher. One problem he identified is that journalists see themselves as professionals, when they are no more than "hired hands" unable to control admission to the craft. A solution Mencken offered was to improve schools of journalism. Newspapers often cite competition from television, but the television carnival can spur serious print professionals to

ED 352 709 EA 024 509

English, Fenwick W., Ed.
Trouble Shooting Guide: Index to Problems and Solutions. Successful Schools: Guidebooks to Effective Educational Leadership. Volume 10.
PUB DATE- 92
NOTE- 63p.; For other volumes in set, see ED 351 802-807 and EA 024 506-508.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - General (130)
DESCRIPTORS- *Administrator Effectiveness; Administrator Responsibility; Administrator Role; Development; Educational Administration; Elementary Secondary Education; *Leaders Guides; Leadership; Leadership Responsibility; *Problem Solving; *School Administration; School Effectiveness

An index to the problems and solutions discussed in the the first 9 volumes of the 10-volume series, Successful Schools: Guidebooks to Effective Educational Leadership, is provided in this handbook. This "troubleshooting guide" lists topics in alphabetical order, describes the issue, and lists the corresponding volume and page number. (LMI)

ED 352 710 EA 024 512

Richardson, Michael D.; And Others
Teacher Perception of Principal Behaviors: A Research Study.
PUB DATE- Nov 92
NOTE- 15p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Knoxville, TN, November 10-13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Characteristics; Administrator Effectiveness; Administrator Role; Elementary Secondary Education; *Leadership; *Leadership Qualities; *Principals; Teacher Administrator Relationship; *Teacher Attitudes

Findings of a study that investigated teachers' perceptions of the most desirable characteristics of principal behavior are presented in this paper. An instrument used to measure employees' perceptions of business manager characteristics (Kouzes and Posner 1987) was adapted to the educational setting and completed by 1,225 teachers in 4 states. Findings indicated that teachers' rankings of their principals were similar to business employees' rankings of their managers. Both groups said that honesty was the most desirable and necessary characteristics for managers and principals. Other highly rated characteristics included "forward-looking," "inspiring," "caring," and "competent." One figure and two tables are included. (Contains 10 references.) (LMI)

ED 352 711 EA 024 514

Richardson, Michael D.; And Others
ADAM: A Collaborative Effort To Prepare Future Administrators.
PUB DATE- Nov 92
NOTE- 18p.; Paper presented at the Annual Meeting of the Southern Regional Council on Educational Administration (Atlanta, GA, November 8-10, 1992).
LANGUAGE- English

ED 352 730 EA 024 542

Lumsden, Linda
The New Face of Principal Preparation.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Collected Works - Serials (022)
DESCRIPTORS- *Administrator Education; *Administrator Role; Educational Administration; Elementary Secondary Education; Leadership; *Leadership Training; Management Development; *Principals; Problem Solving; *Professional Development

This publication reviews five information sources about new designs and recommendations for principal preparation programs. In "The Landscape of Leadership Preparation: Reframing the Education of School Administrators," Joseph Murphy examines the nature of current problems in administrator preparation. He argues that before they can draw sound conclusions about the nature of future administrator training programs reformers must possess three things: a comprehensive understanding of the history of preparation; a thorough grasp of the strengths and weaknesses of current programs; and a clear vision of the future of education, school, and leadership. In "The Principalship in an Era of Transformation," Joseph Murphy and Philip Hallinger use a macrolevel lens to analyze ways in which social, cultural, and political variables exert pressure for fundamental educational reform. They identify several forces currently influencing policy changes in schools, examining the impact each has on the principalship, before discussing implications for future preparation and professional development of principals. In "Developing the Strategic Thinking of Instructional Leaders," Philip Hallinger and C. E. McCary stress the importance of developing strategic thinking skills in aspiring principals. They present a problem-based learning (PBL) computer simulation that teaches students to think strategically about instructional leadership and school improvement. Next, Richard A. Schmuck describes a two-year experimental principal preparation project that combines cooperation and teamwork, institutes on instructional leadership, and internships with mentors in "Beyond Academics in the Preparation of Educational Leaders: Four Years of Action Research." And finally, in "Problem-Based Learning for Administrators," Edwin Bridges provides an informative account of his evolving understanding and application of problem-based learning in training school administrators. (LMI)

ED 352 731 EA 024 544

Wyatt, Linda
Secondary Principalships: Where Are the Women?
PUB DATE- 17 Feb 92
NOTE- 6p.; Paper presented at the Annual Meeting of the National Association of Secondary School Principals (San Francisco, CA, February 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)

ED 352 752 EC 301 682

Everson, Jane M.
Youth with Disabilities: Strategies for Interagency Transition Programs.
PUB DATE- 93
NOTE- 166p.; "Supported in part by funds from the U.S. Department of Education."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; *Agency Cooperation; *Change Strategies; *Disabilities; *Education Work Relationship; High Schools; Needs Assessment; *Program Development; Program Evaluation; Program Implementation; Rehabilitation; Systems Approach; Teamwork; *Transitional Programs; Vocational Rehabilitation; Young Adults

This book is intended to assist school administrators, special education teachers, rehabilitation administrators and counselors, case managers, other employment and community living providers, and parents to understand the developing and changing programs at the local community level which provide transitional services for young people with disabilities. The first chapter identifies quality characteristics of comprehensive and effective transition programs, with emphasis on interagency planning and program implementation. A multistep process is then described in chapters with the following titles: "Using Program Planning To Bring about Systems Change" (Chapter 2); "Conducting Program Needs Assessments" (Chapter 3); "Developing Action Plans for Transition Program Systems Change" (Chapter 4); "Implementing Action Plans for Transition Program Systems Change" (Chapter 5); "Maintaining the Direction and Focus of Program Planning Teams" (Chapter 6); and "Monitoring and Evaluating Program Planning Team Efforts" (Chapter 7). Chapter 8 covers strategies for individual administrators, direct service providers, and parents to bring about change within an agency. Appendices present sample transition planning forms and a list of 34 organizational resources. (References accompany each chapter.) (DB)

ED 352 753 EC 301 683

Swan, William W.; Morgan, Janet L.
Collaborating for Comprehensive Services for Young Children and Their Families: The Local Interagency Coordinating Council.
PUB DATE- 93
NOTE- 250p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- *Agency Cooperation; *Change Strategies; Compliance (Legal); Contracts; *Cooperative Planning; Decision Making; *Delivery Systems; *Disabilities; Early Intervention; Educational History; Group Dynamics; Leadership; Parent Participation; Preschool Education; *Program Development; Staff Development
IDENTIFIERS- Case Management; Education of the Handicapped Act

ED 352 772 EC 301 702

Wehmeyer, Michael
The Education of Students with Mental Retardation: Preparation for Life in the Community. arcfacts Education Series.
PUB DATE- Mar 91
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Collected Works - Serials (022)
DESCRIPTORS- *Daily Living Skills; *Educational Practices; Elementary Secondary Education; Mainstreaming; *Mental Retardation; Parent Participation; Position Papers; Social Integration; *Student Placement; Vocational Education; Voluntary Agencies
IDENTIFIERS- Association for Retarded Citizens

This fact sheet discusses the preparation of students with mental retardation for life in the community. It presents the position of the Association for Retarded Citizens (ARC) on the education of students with mental retardation, lists the school experiences that best prepare students for life in the community, examines how views of the role of education for students with mental retardation are changing, discusses whether all students should spend all of their time in regular classrooms, compares integration and inclusion with mainstreaming, points out why placement in an age-appropriate integrated setting is important, addresses the family's role in determining appropriate education programming and placement, notes how preparation for employment is accomplished, and presents ARC's role in facilitating quality education. (JDD)

ED 352 773 EC 301 703

Peck, Charles A., Ed.; And Others
Integrating Young Children with Disabilities into Community Programs: Ecological Perspectives on Research and Implementation.
PUB DATE- 93
NOTE- 287p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Attitudes; Consultation Programs; Cooperation; Delivery Systems; Demonstration Programs; Developmental Stages; *Disabilities; *Early Childhood Education; *Early Intervention; Educational Change; Educational Legislation; Educational Policy; Family Involvement; Futures (of Society); Individualized Education Programs; Interpersonal Competence; *Mainstreaming; Organizational Change; Preschool Education; Program Implementation; *Social Integration; Staff Development; Transitional Programs

This text summarizes the state of knowledge in the field of early childhood integration of children with disabilities. The 14 chapters are grouped in sections which focus on relationships, curriculum planning, organizational supports, and values/attitudes, respectively. Chapters have the following titles and authors: "Ecological Perspectives on the Implementation of Integrated Early Childhood Programs" (Charles A. Peck); "Language Intervention: Research and Implications for Service Delivery" (Angela Notari and Kevin Cole); "Social Interaction Skills Interventions for Young Children with

ED 352 791 EC 301 724

Harrington, Deborah; And Others
Factors Related to the Recruitment and Retention of Professionals from Specialized Disciplines.
PUB DATE- Dec 92
NOTE- 15p.; Paper presented at the Annual International Conference of the Council for Exceptional Children, Division for Early Childhood (Washington, DC, December 2-6, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; Career Development; Decision Making; *Disabilities; Elementary Secondary Education; Employee Attitudes; Factor Analysis; *Job Satisfaction; *Labor Turnover; Occupational Therapy; Physical Therapy; *Recruitment; Speech Therapy; State Surveys; *Therapists; Work Attitudes
IDENTIFIERS- New Mexico

A survey was developed to identify critical factors in job selection and retention for speech/language pathologists, physical therapists, and occupational therapists. The survey was completed by 455 New Mexico professionals in these disciplines. A principal-components analysis identified six factors that were important in career decisions: (1) opportunities for professional development/advancement; (2) professional relationships and program philosophy/environment; (3) salary and prestige; (4) types of clients and caseload; (5) flexibility in work schedule; and (6) job location and benefits. All disciplines agreed that professional relationships and program philosophy/environment were most important, followed by the geographical location and benefits of the position. The least important factor was salary and prestige. Some discipline-specific differences were revealed. Implications are noted for recruitment and retention efforts of programs who hire professionals from these disciplines. (Author/JDD)

ED 352 792 EC 301 726

Venn, Martha L.; Wolery, Mark
Using Progressive Time Delay in Arts/Crafts Activities To Teach Peer Imitation to Preschoolers with Disabilities.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.
PUB DATE- Dec 92
NOTE- 7p.; Paper presented at the Annual International Conference of the Council for Exceptional Children, Division for Early Childhood (Washington, DC, December 2-6, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Art Activities; Autism; *Disabilities; Generalization; *Imitation; Instructional Effectiveness; Mainstreaming; Males; *Mediation Theory; Peer Influence; *Peer Teaching; Preschool Children; Preschool Education; *Prompting; Role Models; Small Group Instruction; *Teaching Methods; Time Factors (Learning)
IDENTIFIERS- *Time Delay

This study evaluated the effectiveness of progressive time delay in teaching three male preschoolers with disabilities to imitate their peers during arts and crafts activities. The

ED 352 811 FL 020 787

Papandreou, Andreas
Homework in Teaching and Learning.
PUB DATE- 91
NOTE- 17p.; Paper presented at the Annual Meeting of the International Association of Teachers of English as a Foreign Language (Nicosea, Cyprus, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Policy; *Assignments; Classroom Techniques; *Educational Policy; *English (Second Language); Foreign Countries; Grading; Grammar; *Homework; Instructional Effectiveness; Language Skills; Listening Skills; Parent Role; Reading Instruction; Recordkeeping; Secondary Education; Second Language Instruction; Speech Skills; Standards; *Student Evaluation; Testing; Time Factors (Learning); Vocabulary Development; Writing Instruction
IDENTIFIERS- *Cyprus

Ideas and guidelines for the organization of effective homework assignments, based on the principle that homework should offer opportunities for learning outside the classroom, are offered. The examples given are for English second language instruction as practiced in public secondary schools in Cyprus, but the principles outlined could be applied to other situations. Suggestions are offered in the following areas: policy regarding assignments; presentation of assignments; evaluation of performance; and treatment of specific language skills. Recommendations include clear and early announcement of teacher expectations and requirements of students; thorough, unambiguous communication of specific assignments; student participation in communication of the assignment in the class; daily evaluation; and complete recordkeeping. Materials, resources, and procedures geared to development of writing, reading, listening, speaking skill and vocabulary and grammar are also specified. (MSE)

ED 352 812 FL 020 793

Gee, Young
An ESL Adjunct Class for Asian American Studies.
PUB DATE- 90
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advanced Courses; *Asian Americans; Community Colleges; Course Descriptions; *Curriculum Development; *English (Second Language); Higher Education; Interprofessional Relationship; *Language Skills; Listening Comprehension; Program Effectiveness; Program Evaluation; Reading Comprehension; Second Language Instruction; Skill Development; *Team Teaching; *United States History; Writing Skills
IDENTIFIERS- Glendale Community College CA; *Paired Courses

Glendale Community College (California) has "paired" a social science class on "Asians in America" with a sheltered adjunct course at the advanced level in English as a Second Language (ESL). Preparation for the ESL course included observing and

ED 352 831 FL 020 865

Young Lives: Many Languages, Many Cultures.
PUB DATE- Apr 92
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Acculturation; Classroom Environment; Classroom Techniques; *Cultural Differences; Curriculum; Early Childhood Education; *English (Second Language); Family School Relationship; Guidelines; *Intercultural Programs; Models; Outreach Programs; Public Schools; *Second Language Learning; Socialization; Student Adjustment; Student Characteristics; *Young Children
IDENTIFIERS- *Diversity (Student); Massachusetts

Developed in response to requests from public school providers to the Massachusetts Department of Education for technical assistance, this publication offers guidance on how best to care for and educate young children whose first language is other than English and/or who are from diverse cultural backgrounds. The question and answer format addresses issues on the following subjects: language and culture, screening and outreach, curriculum and physical environment, classroom language instructional models, working with families, administrative and staff considerations, and answers to some myths about cultural groups and language learning. A resource section describes a variety of organizations and sources of information, assistance, and materials relevant to culturally and linguistically diverse programs. Books and print materials are highlighted in various sections of the text. Descriptions of developmentally appropriate materials, supplies, and equipment are provided in an appendix. Contains 58 references. (LB)

ED 352 832 FL 020 866

Kitao, Kenji, Comp.
A Bibliography of English Teaching CAI.
PUB DATE- 92
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Computer Assisted Instruction; *English (Second Language); Foreign Countries; *Second Language Instruction; Second Language Learning

Approximately 350 books and articles are included in this unannotated bibliography on computer-assisted instruction (CAI) for English. The bibliography is part of a research project supported by the Doshisha University (Kyoto, Japan) Research Fund (1991-1992). Journals covered include the "CALICO Journal," "Computers and the Humanities," "CAELL Journal," "Modern Language Journal," "Foreign Language Annals," "SYSTEM," "JALT Journal," and "Cross Currents." The citations, all English-language and listed by author, primarily cover the period 1980 to 1991, with a few works from the 1970s included. (LB)

ED 352 851 FL 800 539

Keller, Rosanne
Pronouns: The "Who" Words of English.
SPONS. AGENCY- Office of Education (DHEW), Washington, D.C. Right to Read Program.
PUB DATE- 78
NOTE- 33p.; For a related document, see FL 800 537.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Literacy; *English (Second Language); Literacy Education; *Pronouns; *Second Language Learning; Textbooks

The English "who," "whom," and "whose" words are presented in this illustrated booklet on pronouns for speakers with limited English proficiency. A supplemental section, Tutor Notes, explains that the use of pronouns is imperative in adult literacy training. Since pronouns abound in long vowels and irregular spellings, they are not introduced in the Laubach system until Skill Book III. Pronouns are used in this book at the first and second skill level because repetition of the subject and/or noun makes stories sound childish. Examples are given. Teaching suggestions are given for using this book. (LB) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 352 852 FL 800 540

Leahy, Meredyth A.
Recommendations for Expanding and Enhancing Adult Education Staff Development in Pennsylvania.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jun 86
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Basic Education; Change Strategies; English (Second Language); High School Equivalency Programs; *Inservice Teacher Education; Language Teachers; Professional Development; *Program Development; *Staff Development; *State Programs; Statewide Planning
IDENTIFIERS- *Pennsylvania

The purpose of this report was to develop a plan for adult education staff development directed towards enhancing and expanding the delivery of training to Adult Basic Education (ABE), General Educational Development (GED), and English-as-a-Second Language (ESL) staff in Pennsylvania. It is intended to provide guidance and direction to adult education staff development in the state, and to do so in a way that allows both short-term (i.e., GED teacher training) and long-term (i.e., increased participation) goals. Staff development activities since the 1950s are reviewed, including the 1972-75 regional adult education staff development efforts funded by the U.S. Office of Education. A short review of the literature covers the philosophy of staff development, assumptions regarding staff development, and competencies of the staff development specialist. Approaches to and issues of staff development in Pennsylvania, including the production of a "Handbook for ABE in Pennsylvania," are discussed, and efforts in other states (Virginia, Oregon, Michigan, Connecticut, Texas, and New Mexico) are similarly reviewed. Among the 20 recommendations for a revitalized staff development program in

ED 352 870 HE 026 064

Mohapatra, Manindra K.; McDowell, James L.
Report on a Program for Collaboration between MPA Programs in Historically Black Universities and a Predominantly White University (Indiana State University): A Cultural Diversity Innovation Project Supported by NASPAA.
SPONS. AGENCY- National Association of Schools of Public Affairs and Administration, Washington, D.C.
PUB DATE- 7 Oct 92
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Black Colleges; Black Community; Blacks; Black Studies; *College Faculty; *Cultural Differences; Females; Higher Education; *Intercollegiate Cooperation; Minority Groups; National Surveys; *Public Administration; Racial Relations; Student Attitudes; Teacher Attitudes
IDENTIFIERS- *Indiana State University

A program was developed to enhance collaboration and exchange between the Masters in Public Administration (MPA) programs at historically black colleges and universities (HBCU) and Indiana State University (ISU). The program sought to promote communications between faculties, develop an awareness about public policy issues associated with the black communities, and enhance cultural diversity. One component of the program involved four professors visiting the ISU campus to lecture and participate in discussion. A national survey of the MPA faculty (143 respondents) on cultural diversity issues found that respondents were enthusiastic about the cultural diversity dimensions of the MPA program, and about collaborative relations with black colleges, and held various opinions on cultural diversity. Overall the impact of the project resulted in the following changes among the ISU MPA student and faculty participants: increased knowledge of research on black populations, interest in hiring women and minorities in MPA programs, desire to see more research on these issues, and desire to explore collaborative research and faculty exchanges with black colleges. A separate report presents detailed preliminary findings of the survey and the survey itself. Appendixes contain publicity material surrounding the events, summaries of lectures, lists of HBCUs, a copy of the faculty questionnaire, and an extensive report on its results, titled "Preliminary Findings of a 1992 Survey of MPA Faculty on Cultural Diversity Issues." A 26-item bibliography features items published from 1971-1991. (JB)

ED 352 871 HE 026 065

Flinders, Neil J.
Scholarship: Time for a Redefinition.
PUB DATE- 7 Dec 91
NOTE- 17p.; Paper presented at the Annual Meeting of the Far Western Philosophy of Education Society (40th, December 6-7, 1991, Berkeley, CA).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

ED 352 889   HE 026 089

Frances, Carol; Harrison, Jim
The Impact of the Federal Budget Deficit on Student Aid Funding.
SPONS. AGENCY- Aetna Life and Casualty Foundation, Inc., Hartford, CT.
PUB DATE- 93
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Collected Works - Serials (022)
DESCRIPTORS- Budgets; Educational Finance; *Federal Aid; Financial Policy; *Financial Problems; Higher Education; Income; Interest (Finance); Paying for College; Resource Allocation; *Student Financial Aid; Taxes; Trend Analysis
IDENTIFIERS- *Debt (Financial)

This newsletter discusses factors that shape federal education funding policies. It examines the size of the federal deficit and its progress, as well as the factors affecting the resources available for education. The 1993 interest on the federal debt is projected to be $314 billion and payments such as these have held down funding for student aid, as well as funding for other domestic social programs. In addition, the burden of the federal budget has been used in the process of reauthorizing the student aid program to preclude consideration of transforming Pell grants into entitlements. For students, this means still heavier reliance on loans to finance their college education. For institutions, it means still more self-funded student grants and higher tuition to cover the costs, or changes in education missions and in the types of students served. Students and educators need to confront not only student aid issues, but also to play a much greater role in public debate about larger federal budget issues. (GLR)

ED 352 890   HE 026 090

Arnold, James C.; Kuh, George D.
Brotherhood and the Bottle: A Cultural Analysis of the Role of Alcohol in Fraternities.
PUB DATE- 19 Oct 92
NOTE- 122p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Alcohol Abuse; Behavior; *College Students; *Cultural Influences; *Fraternities; Higher Education; Interpersonal Relationship; *Peer Influence; Research; Social Integration; *Socialization; Student Organizations; Student Participation

This report examines the culture of college/university fraternities in order to better understand the relationship between alcohol and fraternity life and to analyse the difficulties in controlling alcohol use and abuse within the collegiate "Greek system." The first chapter describes the serious problem of irresponsible, hazardous use of alcohol on college campuses in general, and particularly by fraternity members. It argues for the use of cultural perspectives as analytical lenses through which to understand the role of alcohol in fraternity life. Chapter 2 summarizes the study of fraternity culture and some of the relevant cultural properties of four fraternities participating in the study. Chapter 3 instructions for prepackaging and labeling of routine courses of drugs, advice on preparation of a duty roster, and guidance on what to do when treatment of a single common disease would consume the drug budget. Part IV shows how to apply principles of good management to health care in a community and offers step-by-step advice on how to assess needs, fix priorities, define objectives, monitor progress, and adjust programs. Methods for developing community self-help programs are described. Each chapter begins with a statement of learning objectives; each part concludes with exercises to aid individual instruction and problem-solving in teams. Seventy pages of illustrative solutions to the exercises are provided. (YLB)

ED 352 439 CE 061 670

Faux, Jeff; Lee, Thea
The Effect of George Bush's NAFTA on American Workers: Ladder Up or Ladder Down? Briefing Paper.
PUB DATE- 92
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; Dislocated Workers; *Employment Patterns; Employment Projections; *Foreign Policy; International Cooperation; International Relations; *International Trade; *Labor Economics; Living Standards; Marketing; Trend Analysis; Unemployment; Vocational Education; Wages; World Affairs
IDENTIFIERS- *North America; *North American Free Trade Agreement

The proposed North American Free Trade Agreement (NAFTA) will result in lower wages, fewer jobs, and generally reduced living standards for the majority of U.S. workers. Substantial costs to the U.S. economy will occur in job and income loss and few off-setting benefits for most workers. Proponents argue that NAFTA will create upward mobility for U.S. workers as low-wage jobs move to Mexico. Available data and past experience show that U.S. workers displaced by trade end up moving down the job ladder to lower-paying jobs or off the ladder to permanent unemployment, not up to better jobs. Most of the conventional studies that have attempted to quantify NAFTA's impact on the U.S. economy have either ignored the shift of investment from the United States to Mexico or have examined only the Mexican side of the equation. The extent to which investment in Mexico replaces investment in U.S. plants clearly will determine NAFTA's overall impact on U.S. jobs. Perhaps the greatest danger to the U.S. economy from adopting NAFTA is that it will encourage U.S. firms to seek a low-wage solution to the challenge of global competition. NAFTA would undercut chances of a "high wage" strategy of investing in the labor force of Mexico or the United States. U.S. interest in a NAFTA should not lie in expanding free trade but in improving living standards for the Nation. (Appendixes include 29 endnotes and 37 references.) (YLB)

ED 352 440 CE 061 759

Callaghan, Polly; Hartmann, Heidi
Contingent Work: A Chart Book on Part-Time and Temporary Employment.
PUB DATE- 91
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

*Vocational Education

This guide focuses on ways that professional development may be used to assist educators in transforming their schools to more futuristic structures where vocational and academic education integration flourishes. Although the guide centers on integration, information presented should be of value to anyone who plans and organizes comprehensive change in school settings. First, several of the new demands and realities associated with professional development are presented. Next, vocational and academic education integration is viewed in the context of an emerging professional development paradigm. Finally, professional development approaches that administrators, teachers, and counselors can use to facilitate the integration of vocational and academic education are described. These approaches, which are based on discussions with professional educators at school sites in 10 different states, are summarized in a list of suggestions for providing relevant professional development. The suggestions presented should be of value to anyone who is currently initiating or planning to establish integrated programs. (11 references) (YLB)

ED 352 457 CE 062 525

Stewart, Hester R.
Women in Kentucky: A Documented Profile.
SPONS. AGENCY- Kentucky State Dept. of Adult and Technical Education, Frankfort. Cabinet for Workforce Development.
PUB DATE- Jun 91
NOTE- 48p.; Original printed on colored stock.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Adults; *Birth; Demography; Divorce; Early Parenthood; *Employed Women; Fatherless Family; *Females; *Heads of Households; Illegitimate Births; *Income; Males; *Marital Status; Mothers; Older Adults; One Parent Family; Poverty; Unemployment
IDENTIFIERS- *Kentucky

A study was conducted in Kentucky to increase the database available to the state's decision makers concerning women in relation to family status, occupational participation, income and earnings, and issues and concerns that may need greater emphases. Data were gathered through Kentucky government agencies and the U.S. Bureau of the Census as well as several papers, reports, and unpublished tabulations from the Current Population Survey. Some of the highlights of the research findings are the following: (1) women 65 years and older make up the fastest growing age group among women in the state since 1980; (2) in 1990, for all persons over age 25, 40 percent of women and 37 percent of men had finished only 12 years of school, and 13 percent of women and nearly 18 percent of men had completed at least 16 years of school; (3) the proportion of separated and divorced women has increased steadily since 1980 to more than 12 percent in 1990; (4) the number of births to teenage mothers in Kentucky increased 5.5 percent from 1988 to 1989; (5) the proportion of births to women aged 30 and older increased from 15.7 percent in 1980 to 21.6 percent in 1989; (6) in 1990, 15.7 percent of all Kentucky family households were families headed by women; (7) more than one-half of the children in Kentucky's female-headed families are poor; and (8) an estimated 56 percent of Kentucky women, age 16 and older, were either employed or looking for work in 1990. (The document includes 15 tables, 14 figures, a list of 26 references, an explanation of the research methodology, and a

Skills; *Behavioral Objectives; Competence; *Core Curriculum; Educational Development; Educational Principles; Foreign Countries; *Literacy Education; Models; *Reading Skills; *Writing Skills
IDENTIFIERS- Australia (Victoria)

The first volume in this two-volume report outlines the nine educational principles on which the competence statements for adult reading and writing are based. The four literacies--for self-expression, practical purposes, knowledge, and public debate--are defined and some representative text types and common genres are provided. The four levels within each literacy are described. Finally, this volume presents the competence statements for reading and writing at a glance. The second volume, subtitled "Appendixes," provides a detailed account of the literacy model informing this project and of how and why the competence statements are organized the way they are. The 12 appendixes are as follows: (1) Nine Educational Principles: Some Questions Addressed; (2) Organization of the Competence Statements; (3) Organization of the Writing Competence Statements; (4) Writing Competence: 16 Statements (four exit levels x four literacy domains); (5) Organization of the Reading Competence Statements; (6) Reading Competence: 16 Statements (four exit levels x four literacy domains); (7) A Model of Literacy Competence; (8) Writing Competence: Each of the Four Literacy Domains, Levels 1-4; (9) Writing Competence: Comprehensive Literacy at Each Level; (10) Reading Competence: Each of the Four Literacy Domains, Levels 1-4; (11) Reading Competence: Comprehensive Literacy at Each Level; and (12) a list of 54 references. (YLB)

ED 352 476 CE 062 582

Draft Competence Statements for Adult Mathematics. Adult Basic Education Accreditation Framework Project. Volume Three.
PUB DATE- Jan 92
NOTE- 25p.; For volumes one and two, on "Adult Reading and Writing"; see CE 062 581.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; Algebra; Basic Skills; *Behavioral Objectives; Competence; *Core Curriculum; Educational Development; Foreign Countries; Literacy Education; *Mathematics Skills; Measurement; Numbers; Space
IDENTIFIERS- Australia (Victoria); *Numeracy

This document describes how 10 mathematics and numeracy teachers from Technical and Further Education colleges and community providers in Australia assisted in identification of mathematics skills that would form the mathematics component of the Adult Basic Education Curriculum Framework. The draft competencies are organized under the headings of measurement, space, number, data, and algebra. The four-page narrative of the development of the draft mathematics competencies is followed by the draft competencies themselves, arranged according to strands: measurement, space, number, data, and algebra. Competencies are grouped within each strand by level. A listing of the draft competencies arranged according to levels is then provided. Within each level, the competencies are grouped by strand. (YLB)

*Labor Supply; Minority Groups; Postsecondary Education; Quality Control; Reduction in Force; Secondary Education; Supply and Demand; Unemployment; Vocational Education

Four trends will alter the way the education and training system and other human resource agencies will do business. Themes that reflect them are captured in four words: flexibility, quality, diversity, and scope. The reaction to the current economic downturn remains one of flexibility. Flexibility has emerged as the way in which employers look at the work force. Temporary help is the most visible of flexibility practices; others are contracting out, employee leasing, home-based work, and self-employment. Other evidence of a just-in-time work force are hours, compensation practices, and benefits. U.S. companies still in business know about quality and are more and more concerned about the quality of their workers. The message is that quality is tied to survival in the marketplace, work force preparation, the education and training system, and government-business cooperation. The United States is faced with a set of demographic imperatives that spell an increasingly diverse work force: an aging work force, increasing feminization, and a growing minority share. The basic driver transforming the face of industry is the continued shift from goods to services. A new emphasis on downsizing changes temporary situations into permanent reductions in job prospects. These themes provide the challenge: to focus on the future but not to the exclusion of fixing today's problems and to design institutions to meet the challenge in a way that ensures the flexibility so important to growth. (YLB)

ED 352 494 CE 062 635

Rogers, George E.; Wilson, Ruth D.
How Do Idaho Post-Secondary T&I Instructors Feel about Time-Shortened Tech-Prep Articulation?
PUB DATE- Dec 92
NOTE- 26p.; Paper presented at the American Vocational Association Convention (St. Louis, MO, December 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Adoption (Ideas); *Articulation (Education); Attitude Change; College School Cooperation; Educational Change; Educational Innovation; Educational Mobility; Educational Planning; Higher Education; Resistance to Change; State Programs; Statewide Planning; *Teacher Attitudes; *Technology; *Trade and Industrial Education; Trade and Industrial Teachers
IDENTIFIERS- *Idaho; Stages of Concern Questionnaire; *Tech Prep

A study examined the acceptance of the time-shortened articulation (TSA) approach adopted to implement tech prep programs by Idaho postsecondary trade and industrial instructors. From a sample of 143 instructors, 46 usable responses were received. Hall's (1979) Stages of Concern (SoC) model was used to determine if they had accepted the process, attitude, and goal of TSA tech prep. Responses were analyzed to determine to which of Hall's seven SoC levels the instructors had progressed. The SoCQ Scoring Device was used to score the questionnaires. Individual raw scores were computed, converted to SoC intensity percentiles, and individually graphed. Individual graphs were examined to assess the peak SoC stage and thus indicate where each instructor was on the acceptance continuum. Scores were then grouped by demographic data: instructor's educational institution, age, trade and industrial

Education; Relevance (Education); Role of Education; School
Role; *Student Educational Objectives; Vocational Education
IDENTIFIERS- *Outcome Based Education

The Design Group for the New Designs for the Comprehensive High School project used their first meeting to deliberate and make a keystone decision about the purpose and desired outcomes of the comprehensive high school. From a working paper by Pearce et al. (1991), the Design Group reviewed the history and current practices of aims and objectives for public schools as a way to look at possible learner outcomes. Keeping the 21st century as a target, the group interacted with a composite version of 1990 outcomes from carefully selected illustrations or examples of state and district outcomes. These examples represented ideas from the best in the current practice of outcome-based education. At the same time, the group considered two alternative sets of learner outcomes from Eisner (1991) and Giroux (1988). The Design Group determined that learner outcomes should: (1) be described in no more than one-half of a standard printed page in order to have a clear focus and provide direction to educators; (2) focus on the customers of the school; (3) survive tests from the stakeholders; (4) represent balanced attention to all areas of human talent and development; (5) involve reaching for a meaning of educational excellence that provides challenge and opportunity; and (6) convey the belief that they represent goals for all students. The group adopted the secondary outcomes developed by the Minnesota Board of Education. (YLB)

ED 352 512 CE 062 667

Pearce, Kathryn; And Others
Learning Process; Interaction of Curriculum, Instruction, and Assessment in New Designs for the Comprehensive High School.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 41p.; In "New Designs for the Comprehensive High School. Volume II--Working Papers"; see CE 062 664.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Classroom Techniques; Curriculum; *Curriculum Design; Educational Change; Educational Environment; Educational Research; Educational Testing; High Schools; Integrated Curriculum; *Learning Processes; Outcomes of Education; *Student Evaluation; *Teaching Methods; Vocational Education
IDENTIFIERS- Outcome Based Education

In designing the learning process for the comprehensive high school, close attention must be paid to curriculum development, instruction, and assessment. Curriculum theorists have identified definitions of curriculum, forces affecting curriculum adoption, and conceptions of curriculum that provide a framework for a definition of curriculum appropriate for developing new designs for the comprehensive high school. Recommendations for curriculum development are as follows: the curriculum should center around demonstration of learner competence; it should meet diverse student needs; it should represent a common core of concepts, principles, skills, and ways of knowing; and it should show students the connection between school and life. Instructional processes must address individual students' needs and provide an environment conducive to learning for all students. Cooperative learning, brain-based learning, contextual learning, and experiential learning are (the symbols of mathematical relationships) and the reality upon which they are based, by providing concrete examples using manipulative materials through which the learner experiences the concepts of mathematics first hand. The methods outlined in this curriculum also address the issue of mathematics anxiety by offering learners immediate success in the subject. The 22 activities in the guide include procedural instructions and follow-up activities; 10 references are listed. (KC)

ED 352 530 CE 062 692

Molek, Carol
Operation Soft Boot. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.
PUB DATE- 25 Jun 92
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; *Adult Students; *Computer Literacy; *Computer Uses in Education; Course Content; Curriculum Development; *Literacy Education; *Outcomes of Education; Student Attitudes
IDENTIFIERS- 353 Project

Operation Soft Boot was a program designed to develop a computer literacy curriculum for use with adult basic education (ABE) students at their educational level. Computer literacy instruction included a review of the component parts of a personal computer system and their operation and a review of basic keyboarding skills. Instruction also included a review of computer uses in education and other areas such as business, with hands-on experience running various types of software. More than 20 currently enrolled ABE students received three 3-hour sessions in classes of 8-10 students. Students worked on both IBM-compatible and Apple IIe computers. Students who participated in the program exhibited none of the apprehension and resistance to computers common to such students; however, a defect in the program was the limited availability of computers outside class time. (The program report includes an outline of the computer literacy course, a multiple-choice test with answer key, a list of software used, and information sheets.) (KC)

ED 352 531 CE 062 693

PASSAGE. "Your Workplace and Job-Skills Information Newsletter." Fiscal Year 1991-1992.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.
PUB DATE- 92
NOTE- 93p.; For earlier issues, see ED 324 473 and ED 342 907.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Education; Career Information Systems; *Career Planning; *Education Work Relationship; Employment Interviews; *Employment Potential; Employment Problems; Employment Qualifications; Employment Services; *Job Search Methods; Job Skills; *Labor Force Nonparticipants; Labor Market; Labor Utilization; Newsletters; Outcomes of Education; Resumes (Personal); Underemployment; *Unemployment
IDENTIFIERS- 353 Project

workplace literacy classes at worksites for employees of 10 different employers. Over 300 employees participated in classes in English as a second language or basic skills. Businesses in need of literacy and basic skills services were identified. These employers assigned a representative to cooperate with the workplace literacy facilitator to focus on participants' needs. The contact person, facilitator, and teacher toured each business to note skills required to complete job tasks and to gather materials that were part of the day-to-day job. Pretesting of the recruited students determined material selection and grouping of classes into different levels. Teachers shadowed some employees to prepare for teaching skills that would enhance work skills. Initially, classes ran for 40 hours. At the end of the first 40 hours, a decision was made as to whether classes would continue at the worksite with a second 40-hour class. Students surveyed at the end of each 40-hour session were generally positive about the experience. Teachers also called students several weeks after the last class to check on accomplishments and encourage additional educational experience. Supervisor responses to a questionnaire were extremely positive. (The report includes tables and charts. A final section contains individual site summaries.) (YLB)

ED 352 549 CE 062 726

Bottoms, Gene; And Others
Making High Schools Work through Integration of Academic and Vocational Education.
PUB DATE- 92
NOTE- 235p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Education; Counselor Role; Curriculum Development; *Educational Change; Educational Cooperation; Educational Improvement; Education Work Relationship; High Schools; *Integrated Curriculum; Parent Responsibility; Parent Role; Program Design; Program Development; School Counselors; *School Effectiveness; *Secondary School Curriculum; Teacher Responsibility; Teacher Role; Team Teaching; *Vocational Education
IDENTIFIERS- *High Schools That Work

This book traces the High Schools That Work program from its inception and reports on practices that are helping schools effectively integrate academic and vocational education. Examples are included to illustrate what can be accomplished. Chapter 1 describes the program's goals, key practices, key conditions, and success. Chapter 2 shows how schools are proving it is possible to raise expectations if the curriculum is relevant, students feel they are respected, and teachers and administrators work together. Chapter 3 focuses on integrating high-level academic with vocational studies through use of applied learning methods. Chapter 4 discusses integrating academic content into vocational courses with design of a new vocational program as the ultimate goal. Chapter 5 describes characteristics of a team of vocational and nonvocational teachers and ways in which they work together. Chapter 6 focuses on developing a challenging double-purpose program of study that combines vocational and academic content to prepare students for future learning at work and in postsecondary education. Chapter 7 discusses roles and responsibilities of compiled. This report is the first attempt to provide annual statistics on student dropout and migration patterns based on annual tracking procedures. Statistics are presented in the forms of tables and graphs in these areas: (1) system-wide dropout rate; (2) dropouts by grade, race, and gender; (3) dropouts by ward; and (4) out-migration rates. The appendix, which comprises nearly half the document, includes a definition of "dropout," a list of the DCPS with secondary students, a list of public schools by ward, and dropout rates for a sample of urban and suburban school districts. (ABL)

ED 352 567 CG 024 668

Tuck, Kathy D.
Dropout and Migration Statistics: District of Columbia Public Schools, School Year 1990-91.
PUB DATE- Jun 92
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- *Dropout Characteristics; *Dropout Rate; Dropout Research; *Dropouts; Elementary School Students; Elementary Secondary Education; Secondary School Students; *Student Attrition
IDENTIFIERS- *District of Columbia Public Schools

This report presents statistics from the second year (1990-91) of the District of Columbia Public Schools' (DCPS) implementation of procedures to identify and track student dropouts. Other school "leaver" data was also collected. The primary data presented in this report focuses on secondary school dropouts (grades 7-12). However, cursory data is also presented for elementary students (grades 1-6) who were withdrawn from DCPS after extended absences and failure to return. A two-page summary of the statistics opens the report. Statistics are presented in the forms of tables and graphs in these areas: (1) secondary school leaver statistics; (2) dropouts by group membership; (3) dropout and migration statistics by grade and school level; and (4) dropout and migration statistics by ward. The appendix includes elementary absentee/leaver statistics; a definition of "dropout"; discussion of data limitations and reliability; a graph of 2-year trends among secondary school dropouts; a discussion of school dropout rates for the school years 1986/87 to 1990/91; a list of DCPS with secondary students; and a list of DCPS by ward. (ABL)

ED 352 568 CG 024 669

Winters, Ken C.
A Comparison of Various DSM Criteria for Alcohol Use Disorders in Adolescents.
PUB DATE- Jul 92
NOTE- 6p.; Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Alcohol Abuse; *Clinical Diagnosis; Evaluation Criteria; *Marijuana; *Substance Abuse
IDENTIFIERS- *Diagnostic Statistical Manual of Mental Disorders

In recent years the pace has been accelerating by which changes date. Part IV presents highlights of key United States Supreme Court decisions relating to parental involvement in a minor's abortion. Part V describes parental involvement in other states, including states with consent requirements, states with notification requirements, states that encourage parental involvement, and states with no parental involvement requirements. Two tables are appended, one of which lists states with parental consent statutes while the other lists states with parental notification statutes. (ABL)

ED 352 587 CG 024 692

Salm, Don
Women Offenders in the Correctional System. Memo No. 1.
PUB DATE- 21 Aug 92
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Correctional Education; *Correctional Institutions; *Correctional Rehabilitation; Criminals; *Females; Human Services; *Institutionalized Persons; Medical Services; Prevention; *Prisoners; Sex Differences; Social Services; Substance Abuse; Vocational Rehabilitation
IDENTIFIERS- Wisconsin

This memorandum describes the programs and services available to women offenders in the Wisconsin correctional institutions for women. In the area of vocational and educational programs and services, this memorandum also briefly compares those available to women offenders with those available to male offenders in Wisconsin correctional institutions and centers. Part I discusses programs and services available for women offenders in the Wisconsin correctional system, including physical health services, alcohol and other drug abuse programs and services, mental health and social services programs, employment and work release programs and services, academic and vocational education programs, and other programs and services for women offenders. Part II describes programs and services at each of five correctional centers. Part III discusses other resources and services available to adult inmates in a Wisconsin correctional institution or center. The appendix includes a description of physical health services available at Taycheedah Correctional Institution; a list of rules on work/study release from the Wisconsin Administrative Code; a table of educational and vocational programs and courses at Wisconsin correctional institutions by institution and provider; a table of literacy, employment and vocational related programs, courses and classes offered at various Department of Corrections (DOC) institutions and centers; DOC's monthly education report; Ellsworth Women's Correctional Center's program statement; and DOC rules relating to visitation. (ABL)

ED 352 588 CG 024 693

Overview of State and Federal Law on Sexual Harassment. Staff Brief 92-9.
PUB DATE- 9 Sep 92
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Employees; Employment; *Federal Legislation;

Rationale; (2) Students' Diversity: An Instructional Resource; (3) Texts; (4) Contexts; (5) A Framework for Instruction; (6) Teaching as "Showing How"; (7) Developing Vocabulary to Support Content Learning; (8) Using Reading to Support Content Learning; (9) Using Writing to Support Content Learning; (10) Using Reasoning to Support Content Learning; (11) Pulling It All Together; and (12) Putting the Process to Work. Author and subject indexes are provided. (RS)

ED 352 608   CS 011 104

Bednar, Maryanne R.
Teacher Cognition: Preservice Knowledge and Reflections about the Reading Process.
PUB DATE- Dec 91
NOTE- 28p.; Paper presented at the Annual Meeting of the National Reading Conference (41st, Palm Springs, CA, December 3-7, 1991).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Higher Education; Methods Courses; *Preservice Teacher Education; *Reading Instruction; Reading Processes; Reading Research; Reading Teachers; *Student Attitudes; *Teaching Methods
IDENTIFIERS- Preservice Teachers; *Reflective Inquiry

A study explored how reflective inquiry could be used to promote preservice teachers' understanding about reading during a one-semester required reading certification course. Subjects, 22 dual certification elementary/special education undergraduate juniors, 27 secondary education undergraduate juniors, and 11 graduate students in a master of education program leading to certification in either elementary/special education or secondary education, wrote a series of reflection writings as a way of encouraging students to address their level of "professional ease." All essays were read blind (without knowledge of group or pre/postdesignation) to identify basic thought units related to knowledge of reading process and reading instruction, and the thought units were listed, compared, and collapsed where necessary to construct a list of thematic statements. Results indicated that subjects: (1) learned the mandated content of the course and became more knowledgeable about reading processes and instruction; (2) were more able to discuss/reflect upon their level of professional knowledge and comfort as the course unfolded; and (3) appeared to have more confidence in their understanding of reading processes and directions to take with assessment and instruction. Findings suggest that, by the end of the semester, there was steady solid progress toward reflective inquiry with considerable difference in what the students knew and in what they thought about what they knew. (Two tables of data are included; 19 references are attached.) (RS)

ED 352 609   CS 011 105

Hayes, Bernard L., Ed.; Camperell, Kay, Ed.
Developing Lifelong Readers: Policies, Procedures, and Programs.
SPONS. AGENCY- Utah State Univ., Logan. Coll. of Education.
PUB DATE- 92
NOTE- 159p.; For the 11th yearbook, see ED 340 002.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adults; Bibliotherapy; Computer Assisted

administered the Slosson Oral Reading Test before and after either 4- or 8-week intervention periods. Kindergarten children in Waterloo School were also included: parents were asked to read to their kindergarten children and to respond to a brief survey. Results indicated an overall positive change in oral reading levels and reading attitudes. Findings suggest that the program: (1) turns the spotlight onto family reading; (2) points out the connections between poor reading at school and what is happening at home; (3) can raise oral reading scores; (4) can increase positive reading attitudes; and (5) opens doors to discussion of literacy programs with poor or non-reading parents. (Six tables of data are included; 11 appendixes of maps of school districts, survey forms, and results of the Slosson test are attached.) (RS)

ED 352 628 CS 011 126

Horney, Mark
Data Maps: A Hypertext Technique for Visualizing, Analyzing and Presenting Qualitative Data.
PUB DATE- Dec 92
NOTE- 14p.; Paper presented at the Annual Meeting of the National Reading Conference (42nd, San Antonio, TX, December 2-5, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Data Analysis; *Editing; Higher Education; *Hypermedia; Information Sources; *Qualitative Research; Research Methodology; Research Tools
IDENTIFIERS- *Data Maps; Discourse Communities; EntryWay; Text Design; Text Organization

Making diagrams of the relationships among data is not a new idea: however, the utility of computerized hypertext techniques makes the task more feasible, on a wider scale of data. Data maps using "EntryWay" (a hypertext editing program) were made based on qualitative data from eight different research projects, including: a discourse analysis of 100 postings on an electronic bulletin board; transcripts of interviews with students; transcripts of lessons for preservice teachers on the nature of learning in music classes; transcripts of videotapes of mathematics lessons, and observation notes of preschool children at play. From the eight studies, four specific uses for data maps emerged: (1) as navigational aids; (2) as prompts for further investigation; (3) as demonstrations of relationships; and (4) as cognitive supports. Data maps add a new tool for researchers in the visualization, analysis, and display of their data. (Fifteen figures representing data maps are included.) (RS)

ED 352 629 CS 011 127

Sanacore, Joseph
Continuing To Grow as Language Arts Educators: Focusing on the Importance of Study Groups.
PUB DATE- 93
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)

University first felt like a professional equal with the full-time English faculty during calibration sessions for a grading project where full-time faculty, adjuncts, and a teaching associate discussed differences in grades assigned to the same paper. It is ironic that while adjuncts are viewed as underminers of quality education, the departments they work for often have no set standards for the adjuncts to uphold. Perhaps the most important thing that can be given adjuncts is a sense of belonging to a group of educators dedicated to furthering quality education through staff interaction. Staff calibration sessions, in which department standards are discussed, established, reviewed and revised, can forge such a professional link between full- and part-time faculty. (RS)

ED 352 648 CS 213 582

Johnstone, Monica
A Rhetorical Approach to Journalistic Writing.
PUB DATE- 92
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Higher Education; *Journalism Education; News Writing; *Periodicals; *Rhetoric; Textbooks; Undergraduate Students; Writing for Publication
IDENTIFIERS- Author Reader Relationship; *Magazine Writing; Writing Contexts

Magazine writing courses lean heavily on a model borrowed from journalism, but this is not the only, nor the most advantageous, model to apply to magazine writing. Despite the differences between the constraints that magazine writers and news writers face, many texts on magazine writing are reminiscent of textbooks on basic news writing. However, the rich heritage of the discipline of rhetoric and its modern offspring, composition studies, offers the magazine writer a wide and versatile vocabulary, a long tradition of descriptive analysis and critical thinking, and an elastic notion of genre. Perhaps most important is the basic premise that writing is not about information processing; instead it is about writers and readers and the way they can connect. A rhetorically-minded magazine writing textbook would answer the interdisciplinary calls for critical thinking instruction, and it would give students a more coherent experience as they go from freshman composition and English literature to journalism. (RS)

ED 352 649 CS 213 590

Trimmer, Joseph, Ed.; Warnock, Tilly, Ed.
Understanding Others: Cultural and Cross-Cultural Studies and the Teaching of Literature.
PUB DATE- 92
NOTE- 269p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Cross Cultural Studies; Cultural Awareness; Cultural Context; Cultural Differences; Higher Education; *Literary Criticism; *Literature Appreciation; *Multicultural Education
IDENTIFIERS- Literature in Translation

This book of essays offers perspectives for college teachers facing the perplexities of today's focus on cultural issues in pages, an individual recordkeeping form, and a form to help students design their own writing activities). (SR)

ED 352 670 CS 213 632

Schifferle, Judith
Notetaking and Outlining Skills: Ready-to-Use Writing Workshop Activities Kits. A Practical and Systematic Way To Build Basic Writing Skills and Teach the Entire Writing Process in Grades 4 through 8. Kit VI.
PUB DATE- 85
NOTE- 48p.; For kits I-V, see CS 213 627-631.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Intermediate Grades; Junior High Schools; *Notetaking; *Outlining (Discourse); Skill Development; *Writing Instruction; Writing Processes; *Writing Skills; *Writing Workshops
IDENTIFIERS- *Process Approach (Writing)

This handbook is one of a set of six which provide a systematic means to help students in grades 4 through 8 learn the process of writing while building specific writing skills. The handbook focuses on notetaking and outlining skills, and offers 25 reproducible lessons, in a variety of formats, which give students practical experience in summarizing information, condensing detail, and grouping ideas in order of importance. Each handbook also presents directions and reproducible management and evaluation aids for turning the classroom into a writing workshop (such as an editor's key, editing practice pages, an individual recordkeeping form, and a form to help students design their own writing activities). (SR)

ED 352 671 CS 213 634

Spiegel, Lisa A.
Make Room for Writing.
PUB DATE- 92
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Graduate Students; Graduate Study; Higher Education; *Teacher Attitudes; Teacher Role; Teacher Student Relationship; *Writing Attitudes; *Writing for Publication; Writing Teachers
IDENTIFIERS- *English Teachers; *Personal Writing

When faced with the challenging idea that they too, must write as part of their job as teachers, most of the graduate students in an English education class voiced deep frustration about and resistance to such a request. They heatedly argued that their teaching and course loads allowed them little or no time to write, that it was unreasonable to expect them to do so, and that writing is best left to college professors who can find the time for it. However, these complaints do not discount the imperative that every teacher of English should spend some time at the task of writing. In any job that a teacher might be faced with, a dedicated professional will always be able to find time to write. Instead of discarding writing because of busy schedules, commitments must be reviewed and time set aside compromise their product. When news reporters become "personalities" and television cult figures, then something is wrong with the business. Back-biting among television and print media promotes press bashing. Contributing to the press credibility issue is the tendency to publish questionable news from vague and dubious sources. One answer is simply to produce a first-rate product. Newspapers must give readers a full and complete account of what is happening and why. With well-trained staff and management, the entire industry can do better. (RS)

ED 352 690 CS 508 022

Harrison, Stanley L.
Pedagogical Ethics: A Review of the Literature for Public Relations and Advertising.
PUB DATE- Nov 89
NOTE- 32p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Advertising; *Ethical Instruction; *Ethics; Higher Education; National Surveys; *Public Relations; *Textbook Content; Textbook Research
IDENTIFIERS- Educational Issues

Ethics is of increasing concern to United States colleges and universities, according to a survey of 183 institutions on this issue focusing on two areas--public relations and advertising. A 75% return from 134 institutions disclosed that some 25% offer an ethics course but less than half require one. Overwhelmingly (93%), most respondents asserted that ethics are included in all courses. A thorough review of all texts cited as most used, however, disclosed slight or cursory inclusion of ethics; in advertising almost nil, with public relations somewhat better. In ethics courses themselves, the emphasis is toward journalism. Ethics, largely neglected or served with lip-service pieties, requires more attention in public relations and in advertising. (Sixty-nine footnotes are included.) (Author)

ED 352 691 CS 508 023

Harrison, S. L.
Public Relations: A Guide for Volunteers.
PUB DATE- 1 Feb 92
NOTE- 16p.; Workshop presented to the American National Red Cross (Washington, DC, February 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Experiential Learning; Guidelines; *Public Relations; *Volunteers; *Volunteer Training
IDENTIFIERS- Communication Strategies; Professional Concerns; Volunteer Management

Ground rules need to be recognized in order to make the contributions of public relations volunteers successful. Before beginning, public relations volunteers needs to know what the organization expects of them. Volunteers also should: identify

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; Administrator Effectiveness; *College School Cooperation; *Educational Cooperation; Elementary Secondary Education; Higher Education; *Institutional Cooperation; Leadership; *Leadership Training; Theory Practice Relationship
IDENTIFIERS- *Clemson University SC; *Greenwood School District SC; Partnerships in Education

ADAM (Administrative Development and Management), an administrator preparation partnership between Greenwood (South Carolina) School District 50 and Clemson University, is described in this paper. The program uses practicing administrators in collaboration with college faculty to train prospective school administrators. The purpose is to provide guided theoretically and clinically based experiences and to identify and develop leadership and management skills necessary for effective school administrators. Topics covered in the course include team building and group dynamics, problem solving, time management, finance, interview skills, and technology. This collaborative arrangement provides school districts and universities with a wider range of resources, improved identification of potential administrators, and superior training. One of the greatest benefits was that through shared experiences, individuals became stronger as members of groups who shared authority, built mutual trust, took greater risks, and became innovators. One table and one figure are included. (Contains 19 references.) (LMI)

ED 352 712 EA 024 516

Duignan, P. A., Ed.; MacPherson, R. J. S., Ed.
Educative Leadership: A Practical Theory for New Administrators and Managers.
PUB DATE- 92
NOTE- 203p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Administrator Responsibility; *Administrator Role; Curriculum Development; *Educational Administration; Elementary Secondary Education; *Ethics; Foreign Countries; Holistic Approach; Instructional Leadership; *Leadership
IDENTIFIERS- *Australia

The basic purpose of the Educative Leadership Project (ELP), first launched in Australia in 1986, was to define excellence in educational leadership, with a focus on the questions of how to decide what is important and how to know what is morally right. An introductory chapter by the editors describes the ELP project in detail, including its design principles, its various phases, problems encountered, and conclusions drawn from those problems. Chapters 2-6 are theoretical position papers that were the primary outcomes of 5 ELP workshops conducted in the third phase of the project. Chapter 2 (C. W. Evers) presents an appropriate moral framework for evaluating educational leadership, which asserts that leaders should be open to moral appraisal to the extent that they have decision-making control. Chapter 3 (J. C. Walker) develops a system of knowledge, an epistemology of educative leadership, that both justifies a particular path to trustworthy knowledge and applies the approach to curriculum development. The fourth chapter, by J. Northfield, uses this approach to provide a constructivist

DESCRIPTORS- *Administrator Characteristics; Administrators; *Principals; Secondary Education; *Women Administrators

At professional meetings and conferences, the scarcity of women in the ranks of secondary principalships is very apparent. In 1988 the results of a national survey showed approximately 12 percent of high school principals were female. If skill and ability are not the problems standing in the way of women, why are the numbers so meager? From experience and interviews with practicing and potential female administrators six conjectures are made. They include the restrictions in mobility due to a female's partner also being in a career track and the difficulty of taking the necessary incremental steps without being hooked into the power network. The speech posits that many women have refused to fit the male mold. Some suggest that the female model may be superior. The very qualities that men have traditionally denigrated as feminine weaknesses--sympathy, sensitivity, and a lack of killer instinct--may often be advantages when it comes to bringing the best out of people. Listed are the skills in managers of successful working situations, the characteristics of good secondary school principals, the most important skills needed for the principalship, and how women can establish themselves as secondary principal candidates. (Contains 11 references.) (RR)

ED 352 732 EA 024 545

Amstutz, Donna; And Others
Community Involvement in School Improvement. Report Series 1992, No. 3.
PUB DATE- 92
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- College School Cooperation; *Community Cooperation; *Community Education; Community Schools; *Community Support; Cultural Pluralism; *Educational Cooperation; Elementary Secondary Education; *School Community Relationship; State Programs
IDENTIFIERS- *Wyoming

The potential of community education for building partnerships that help schools become the active agents for addressing social change is discussed in the five papers that make up this report. The first paper, by Donna Amstutz, presents an overview of the purposes and models of community education. Next, a paper by Monica Beglau discusses forms of parent/school/university partnerships that strengthen the school-community bond. Wyoming's statewide initiatives, the benefits of cooperative planning, and "how to's" for community involvement meetings are also described. Paper number 3, by Donna Whitson, identifies some of the community resources that are available to most school systems and specific resources for Wyoming schools. The fourth paper, by Dick Naumann, discusses methods for encouraging volunteers and the reasons for using them. Strategies to motivate schools to reflect community diversity are provided in the final chapter by Caroline Sherritt. A Wyoming State government reorganization chart is included. (Contains 40 references.) (LMI)

ED 352 733 EA 024 546

Mims, Nancy Griffin
A Study of Women's Perceptions of Administrative Opportunities in the Advent of the 21st Century.

1986 (Part H); *Interagency Coordinating Council

This book provides a comprehensive guide to the collaborative development and implementation of local interagency councils to coordinate services for young children with disabilities, as required by Public Law 99-457, Part H. Section I presents five chapters on foundations for interagency collaboration. Chapter 1 reviews collaboration as a part of shifting paradigms, legislation, and history. Chapter 2 specifies the means to assess the readiness of local groups to collaborate. Chapter 3 defines the stages of cooperation, coordination, and collaboration. Chapters 4 and 5 present a model for local interagency councils. Section II focuses on creating a local interagency council in three chapters. Chapter 6 reviews varied leadership parameters and emphasizes the concept of shared decision-making. Chapter 7 describes the nature of group processes as related to the productivity of the interagency council. Chapter 8 offers specific guidelines for the creation of a new local interagency council. Section III focuses on council activities and outcomes. The chapters in this section address: organizational and procedural activities; information sharing activities; the existing service delivery system; guidelines on coordination of agency services; coordinating parent services and staff development; case management; interagency collaboration activities; and evaluation of interagency councils. The final section contains two chapters which provide specifics on local financing of early intervention services and discuss contracts and written agreements. (References accompany each chapter.) (DB)

ED 352 754 EC 301 684

McKnab, Paul
Attrition of Special Education Personnel in Kansas from 1990-91 to 1991-92.
PUB DATE- 1 Jul 92
NOTE- 19p.; For an earlier report, see ED 314 924.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Delivery Systems; *Disabilities; Elementary Secondary Education; *Employment Patterns; Labor Market; *Labor Turnover; Rural Education; School District Size; Special Education; *Special Education Teachers; *Teacher Employment; *Teacher Persistence; Trend Analysis; Urban Education
IDENTIFIERS- *Kansas

This report presents 11 tables providing data on the number of Kansas special education personnel employed in the 1990-91 academic year who did not return for the 1991-92 academic year. Table 1 presents the personnel attrition rates for each year from 1976-77 through 1990-91. Table 2 presents personnel attrition data for 1990-91 organized by category of special education specialty. Table 3 is a summary table of attrition data and percentages for all categories from 1976-77 through 1990-91. The remaining tables, Tables 4 through 11, report the attrition rates by level of instruction, district size, urban versus rural districts, type of administrative plan, geographic region, service delivery model, and type of assignment (teaching versus support personnel). (DB)

ED 352 755 EC 301 685

Rosenau, Nancy, Ed.
A Child's Birthright: To Live in a Family. A Vicarious Visit to Macomb-Oakland Regional Center, Mt. Clemens, Michigan.

Disabilities in Integrated Settings" (Samuel L. Odom and William H. Brown); "Providing Family Support in Integrated Settings: Research and Recommendations" (Pamela L. Winton); "Innovations in Early Childhood Education: Models that Support the Integration of Children of Varied Developmental Levels" (Sherrill Richarz); "Implementing Individualized Curricula in Integrated Settings" (Mark Wolery and Lucy A. Fleming); "Facilitating Integrated Preschool Service Delivery Transitions for Children, Families, and Professionals" (Mary Frances Hanline); "Consultation and Collaboration: Essentials of Integration Efforts for Young Children" (Marci J. Hanson and Anne H. Widerstrom); "Staff Development in Support of Integration" (Susan Kontos and Nancy File); "Integrated Early Childhood Programs: Research on the Implementation of Change in Organizational Contexts" (Charles A. Peck et al.); "Comprehensive Educational, Social, and Policy Forces that Affect Preschool Integration" (Phillip S. Strain and Barbara J. Smith); "The Effects of Attitude on Preschool Integration" (Zolinda Stoneman); "Integrated Programs: Effects on Young Children and Their Parents" (Suzanne Lamorey and Diane D. Bricker); and "Integration: Campaign for the New Century" (Diane D. Brick et al.). (DB)

ED 352 774   EC 301 704

Parke, Beverly N.
Challenging Gifted Students in the Regular Classroom. ERIC Digest #E513.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academically Gifted; *Educational Needs; *Educational Practices; Elementary Secondary Education; Individualized Programs; Instructional Development; *Mainstreaming; Program Development; *Student Characteristics; Student Development; *Talent; Teacher Role; Teaching Methods
IDENTIFIERS- ERIC Digests

This digest, in question and answer format, summarizes what is known about effective ways to provide fully educational services for gifted students in the regular classroom. The following questions are addressed: What are the steps to full service? (educators need to plan environments in which all students can fully develop their abilities and interests); What are the characteristics of students who are gifted and talented? (such students differ in the pace of learning, depth of understanding, and interests); What is the role of the regular classroom teacher? (teachers should be facilitators with skills in both subject areas and learning management); What program options are needed to meet the needs of these students? (a multiple programming approach is needed); What instructional provisions must be made? (student characteristics should guide development of instructional accommodations). A 14-item list of references and suggestions for further reading are included. (DB)

ED 352 775   EC 301 705

VanTassel-Baska, Joyce
Developing Learner Outcomes for Gifted Students. ERIC Digest

subjects were enrolled in a half-day, mainstreamed program designed for children with autism. Teacher-delivered peer-mediated trials were embedded into a daily arts and crafts activity conducted with small groups consisting of no more than three typical peers and one child with disabilities. Results indicated that the progressive time delay procedure produced high levels of peer imitation to the novel responses of their peers in a nearly errorless fashion. Generalization data indicate that increases in unprompted full imitations and decreases in errors and no responses occurred for all subjects. (Contains 10 references.) (JDD)

ED 352 793 EC 301 727

Marone, Frank J.
Truly Individualized Supported Living: Utilizing Currently Available Resources To Facilitate Community Living for Persons with Challenging Behavior.
PUB DATE- Nov 92
NOTE- 17p.; Paper presented at the Annual Conference of the Association for Persons with Severe Handicaps (San Francisco, CA, November 19-21, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Attendants; *Independent Living; *Individualized Programs; Males; *Normalization (Handicapped); Personal Autonomy; Quality of Life; *Severe Disabilities; *Social Integration; Young Adults
IDENTIFIERS- *Supported Housing

This paper discusses the concept of individualized, supported living arrangements for individuals with severe disabilities. The supported living arrangements are intended to enable people with disabilities to live in the community in a manner of their choice that most closely approximates the experience of people without disabilities, with support and assistance in varying degrees as needed. The supported living program expects pursuit and achievement of expanded opportunities, skills, capabilities, and adaptations related to domestic, leisure, community, vocational, and other areas of life to reflect the desires and intentions of the person with disabilities. The program considers written "objectives" or "life plans" to be stigmatizing and debasing exercises. An instructional approach is maintained in all situations. Three examples are provided of young men living in single family homes in neighborhoods of their own choosing with one or two nondisabled roommates. The case examples describe financial arrangements, daily activities, and the role of the roommates. Problems in program implementation are also described, such as financial conflicts, provision of emergency services, and recruitment of companions. (JDD)

ED 352 794 EC 301 728

Dodd, John M.
Preventing American Indian Children from Overidentification with Learning Disabilities: Cultural Considerations during the Prereferral Process.
PUB DATE- Nov 92
NOTE- 43p.; Paper presented at the Council for Exceptional Children, Division for Early Childhood, Topical Conference on Culturally and Linguistically Diverse Exceptional Children (Minneapolis, MN, November 12-14, 1992).

questioning the content area instructor on the specific skills to emphasize in materials and syllabus development, and a survey of current students in the social science class concerning the language-related skills with which they had difficulty. Instruction and exercises were designed to address each of the areas noted. These included comprehension of the teacher's presentation, grammatical structures, organization and processes of writing, and reading strategies. Communication between the content area teacher and the ESL teacher concerning specific content-related difficulties experienced by the ESL students was found to be essential to course effectiveness. It is concluded that the sheltered adjunct ESL course arrangement was useful in the community college context in motivating and challenging students. A general English language proficiency test administered before and after the course indicated gains across all tested language domains, a better result than for other ESL classes, in which students gained in some areas and regressed in others. (MSE)

ED 352 813 FL 020 794

Hardison, Debra M.
Investigating the Roles of Structure and Pragmatics: ESL Learners' Interpretation of Elliptical Verb Phrases.
PUB DATE- Apr 92
NOTE- 19p.; Paper presented at the Annual Meeting of the International Conference on Pragmatics and Language Learning (6th, Urbana, IL, April 2-4, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *English (Second Language); Error Patterns; Language Research; *Listening Comprehension; Listening Skills; *Memory; Native Speakers; *Phrase Structure; *Pragmatics; Second Language Learning; Tape Recordings; *Verbs
IDENTIFIERS- *Ellipsis

A study investigated the role of pragmatics, the factors that govern choice of language in social interaction, on interpretation of elliptical verb phrases (VPs) in spoken English by learners of English as a Second Language (ESL). Ellipsis requires the listener to recall the surface form of a presupposed element and to integrate it into the sentences containing the anaphor. Research indicates that native speakers (NSs) of English generally have poor memory for surface details, and that they try to interpret elliptical VPs initially by attempting to access structural information in short-term memory. However, when this strategy fails, pragmatic information influences the interpretation. The current study involved 141 intermediate to advanced ESL learners who listened to a series of recorded passages including elliptical VPs with either a plausible or an implausible interpretation. Distance between antecedent and anaphor varied between subjects. Each passage was followed by a question suggesting a plausible or implausible reading, to which subjects responded affirmatively or negatively. Analysis of error rates revealed that in contrast to NSs, and regardless of differing proficiency levels, these learners showed a preferred listening strategy of attention to surface form over use of pragmatic information, perhaps due to frequent testing. (Author/MSE)

ED 352 814 FL 020 796

Davis, Margaret, Ed.

ED 352 833 FL 020 867

Medina, Suzanne
An Application of Gagne's Theory of Instruction to the Instruction of English as a Second Language.
PUB DATE- 90
NOTE- 25p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (San Francisco, CA, March 1990).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; Course Organization; *English (Second Language); *Grammar; Higher Education; *Instructional Design; *Language Patterns; Models; Second Language Instruction; *Sentence Structure; *Theory Practice Relationship
IDENTIFIERS- *Gagne (Robert M)

Use of Robert Gagne's model of instructional design for teaching English as a Second Language is illustrated in a unit intended for community college students of varying linguistic and educational backgrounds. Students must be literate in English, have a prescribed level of listening comprehension, and be familiar with certain English vocabulary and grammatical structures. Lessons focus on one aspect of the simple English sentence: syntax of adverbials following noun and verb phrases, a rule not commonly made explicit in grammar classes or texts. The unit consists of 4 lessons and uses a variety of techniques and materials, including videotapes, felt board activities, and paper-and-pencil exercises. Student learning falls into Gagne's domains of verbal information and intellectual skills. The final examination is a 15-item test of unfamiliar broken sentences in which students must place adverbials in sequence. The unit description includes a flow chart for organizing instruction and specific classroom techniques, including suggestions for gaining student attention, informing the learner of the lesson objective, stimulating recall of prior learning, presenting the stimulus material with distinctive features, providing learning cues, eliciting performance, providing informative feedback, assessing performance, and enhancing retention and transfer. (MSE)

ED 352 834 FL 020 868

Medina, Suzanne L.
The Effects of Music upon Second Language Vocabulary Acquisition.
PUB DATE- 90
NOTE- 26p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (San Francisco, CA, March 1990).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Elementary Schools; Elementary School Students; *English (Second Language); Grade 2; Instructional Effectiveness; Limited English Speaking; *Music; Primary Education; Second Language Learning; *Visual Aids; *Vocabulary Development

A study investigated the effectiveness of music and use of story illustrations on the English vocabulary acquisition of children. Subjects were 48 second-graders of limited English proficiency, divided into four groups. One group heard a story in its sung version, and another heard the oral version only. A

Pennsylvania are the following: centralize the program; make a 3-year commitment; divide the state into six regions to facilitate data collection, program evaluation, etc.; relate goals and objectives directly to the goals set forth in the state plan; establish close ties with local programs; and provide staff development specific to the needs of program directors. Issues in GED teacher training and priorities for ABE/ESL teachers are also described. It is concluded that staff development in Pennsylvania is problem-ridden but crucial because current methods are neither sufficient nor reliable. (LB) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 352 853 FL 800 549

Allen, Virginia French
Writing Dear Abby: An Interim Report to Teachers of Spelling.
PUB DATE- 92
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Literacy; *Beginning Reading; Grammar; Literacy Education; Nouns; Pronouns; *Spelling; Verbs; *Vocabulary
IDENTIFIERS- *Van Buren (Abigail)

New spellers, adults just beginning to learn to read and write, face daunting problems with English vocabulary. Teachers use varying approaches to help these students, including published lists of Words Most Frequently Used. This paper provides an inventory of words used in letters to syndicated columnist "Dear Abby" as published in a Colorado newspaper. It was assumed that those letters touch on perennial concerns such as family relations, health problems, finances, legal difficulties, social conventions, and sex. The letters sampled contained 3,000 running words; only 66 (under 8 percent) were used 10 times or more in the sample. They illustrate usages of the "little" words that teachers report being so difficult for new reader/spellers, including prepositions, conjunctions, pronouns, articles, auxiliaries. It is concluded that this word inventory is useful because it offers perspective on word frequency, draws attention to the need for visual perception, and highlights specific nouns, verbs, and adjectives that an adult may need while writing about life concerns. Examples from the inventory are listed. (LB) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 352 854 FL 800 551

Bell, James H.; Johnson, Reta E.
Effect of Lowering the Reading Level of a Health Education Pamphlet on Increasing Comprehension by ESL Adults.
PUB DATE- 92
NOTE- 32p.; This study was supported by a grant from the Research and Development Committee, Calgary General Hospital (Alberta, Canada).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Literacy; Comparative Analysis; *English (Second Language); Foreign Countries; Health Education; Readability; Reading Achievement; *Reading Comprehension; *Reading Improvement; Reading Materials; Testing; Vocabulary

A study investigated whether lowering the reading level of a

DESCRIPTORS- Definitions; Educational Philosophy; Higher Education; Intellectual Disciplines; Moral Issues; *Philosophy; *Scholarship; *Sciences
IDENTIFIERS- Academic Community; *Academic Discourse; Academic Tradition; Philosophical Influences; *Theology

This essay examines the nature of scholarship in today's higher education institutions and seeks to develop an inclusive and constructive definition. The paper argues that because modern academe has adopted a destructively narrow and often obscure definition of scholarship, we lack the clear approach necessary for curricular balance and constructive dialogue. In addition, it is argued, current scholarly tradition avoids critical self-evaluation. Looking for a way to redefine scholarship to reestablish a check and balance system, the paper suggests that there have been three scholarly traditions, the "faithful" scholarship concerned the human relation to God, the "rhetorical tradition" concerned with relations between and among human beings, and the "scientific" tradition that focuses on the "reality" of the natural world. The paper discusses the limits of scholarship in general, and examines each of the three traditions in some detail. Scholarship must be redefined if it is to contribute to clarifying contemporary moral confusion and the concept of scholarship itself must be recognized as a means and not an end. With such a view, admission of ignorance would be the most constructive dissent available to the academic community. Twenty-five notes are included. (JB)

ED 352 872   HE 026 066

Flinders, Neil J.
The Scholarly Atmosphere: A Magnificent Deception?
PUB DATE- 13 Dec 92
NOTE- 19p.; Paper presented at the Annual Meeting of the Far Western Philosophy of Education Society (41st, Monterey, CA, December 11-13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Definitions; Higher Education; Intellectual Disciplines; Moral Issues; *Philosophy; Religion; *Religious Cultural Groups; *Scholarship; Sciences; *Sociocultural Patterns
IDENTIFIERS- *Academic Community; Academic Discourse; Academic Tradition; Secular Humanism; *Secularism

This paper offers a critique of western culture's use and abuse of scholarly traditions and activities through secularization. The paper argues that scholarly activity is connected to forms that tend to function as "religion" and that modern academe refuses to acknowledge the forms as a kind of secular religion, thereby promoting a subtle self-deception. The paper expands on this thesis by developing a definition of religion as a system of basic beliefs which constitute a formative world view, a psychological commitment by an individual or community of supportive believers to this belief, a pattern of moral practice resulting from adherence to this belief, and an ethic which provides a means toward ultimate transformation. Further it is argued that this definition includes equally traditional religions and secular belief systems that function as religions. The paper goes on to look at universities as they function as "religious centers" and to analyze belief systems as scholarly traditions. A concluding section argues that academic disciplines have assumed the role of religion in the looks at the socialization practices of fraternities. Chapter 4 interprets the activities, events, and group policies and practices described in chapters 2 and 3 from a cultural view in attempting to determine how these properties work together to create and sustain a strong fraternity culture that exerts considerable influence over its members. Chapter 5 offers conclusions and recommendations for individuals and institutions committed to the type of long-term strategies needed to bring about cultural change in men's fraternities. Consideration is given to tactics that can be employed by national fraternities, colleges, universities, and individual fraternity chapters. Appendices include a history of college fraternities. (Contains 124 references.) (GLR)

ED 352 891 HE 026 091

Dey, Eric L.; And Others
The American Freshman: National Norms for Fall 1992.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Dec 92
NOTE- 271p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Career Choice; *College Freshmen; Colleges; Comparative Analysis; Course Selection (Students); Data Collection; Degrees (Academic); Higher Education; Majors (Students); National Surveys; Research Methodology; Statistical Data; *Student Attitudes; *Student Educational Objectives; *Student Interests; Trend Analysis; Universities
IDENTIFIERS- Diversity (Student)

This report provides a normative profile of the American college freshman population for the fall of 1992 obtained from a national survey of 213,630 students from 404 of the nation's two- and four-year colleges and universities. The normative data presented are reported separately for men and women. The major stratifying factors are institutional race (predominantly black versus predominantly white), control (public, private-nonsectarian, Roman Catholic, Protestant), type (university, four-year college, two-year college), and the selectivity level of the institution. Among the major trends identified are that students are showing an interest in majoring in the health professions (15.6 percent in 1992, up from 12.9 percent in 1991 and doubled since 1987); students are increasingly basing their college choices on economic, rather than educational considerations; and student interest in business careers continues to decline. In addition, freshmen alcohol consumption is down with only 53.5 percent indicating they drink beer frequently or occasionally. Other changes in freshman attitudes include: an increase in belief that employers be allowed to drug test (82.4 percent); an overall increase in the endorsement of more responsible sexual conduct; and a continued increasing trend towards political liberalism. Appendices detail the research methodology and present the 1992 Student Information Form, the coding scheme for collapsed items, a list of the institutions participating in the Freshmen Survey, and a sample report furnished to the participating campuses. (GLR)

ED 352 892 HE 026 092

Layzell, Daniel T.; McKeown, Moary P.
State Funding Formulas for Higher Education: Trends and Issues. ASHE Annual Meeting Paper.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adults; Economics; Employment Patterns; *Employment Practices; *Fringe Benefits; Industrial Structure; Labor Market; *Part Time Employment; Public Policy; Underemployment; *Wages
IDENTIFIERS- *Contingent Employment; Contract Employment; *Temporary Employment

Contingent workers are those employed in jobs that do not fit the traditional description of a full-time, permanent job with benefits. Contingent work takes the form of part-time, temporary, and contract employment. The number of contingent workers in 1988 has been estimated at between 29.9 and 36.6 million, representing 25-30 percent of the civilian work force. Reasons to be disturbed about the growth and magnitude of contingent employment include the following: the potential negative effects on the overall economy; inequities in pay and health benefits and lack of workplace protections that many contingent workers experience; and potential burdens these inequities may place on the welfare system. Those employed in part-time work are disproportionately female, younger (16-24), or older (65), and those employed in temporary work are disproportionately female, minority, and young. Growth in contingent employment has been motivated by structural shifts, avoidance of fringe benefits costs, and short-and long-run flexibility. Policy options include direct regulation of the quantity of contingent work, reduction of contingent workers by use of other forms of work arrangements to provide flexibility, and reporting by users of contingent workers to a regulatory agency. (Twenty-five figures and one chart are provided. Appendixes include 10 tables, a 19-item bibliography, a list of 6 Economic Policy Institute publications, and a list of 10 other publications of interest.) (YLB)

ED 352 441 CE 061 773

Jelinek, James J.
Demographic Factors in Adult and Continuing Education. A Keynote Address.
PUB DATE- 30 Apr 92
NOTE- 28p.; Presented at the Annual Meeting of the Mountain Plains Adult Education Association (50th, Salt Lake City, UT, April 30, 1992). For the full resource guide discussed in this keynote address, see CE 061 774. Printed by the Arizona Department of Education with support from Jostens Learning.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; *Adult Learning; Continuing Education; Cultural Context; *Demography; Economic Progress; Educational Policy; Educational Research; Ethnic Discrimination; Ethnic Groups; *Holistic Approach; *Learning Theories; Philosophy; Policy Formation; Political Influences; Religious Factors; Research Utilization; Social Environment; Social Influences; Student Evaluation; *Teaching Methods; Urbanization
IDENTIFIERS- United States (Mountain Plains)

The basic premise of the book, "Demographic Factors in Adult and Continuing Education," (on which this keynote address is based) is that adult and continuing education are irrelevant, immaterial, and inconsequential unless grounded in social reality. The book identifies more than 1 million demographic factors in the 8 Mountain Plains States. This document distills some basic "lessons" from the book: (1) the culture of the glossary defining 31 terms.) (KC)

ED 352 458 CE 062 536

Ashley, William L.
Funds for Educational Equipment: A Grant Writing Guide. TEK Education Guide. Second Edition.
SPONS. AGENCY- Tektronix, Inc., Beaverton, OR.
PUB DATE- 91
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Administration; *Educational Equipment; *Educational Finance; Educational Planning; Educational Resources; Financial Support; Grants; *Grantsmanship; Postsecondary Education; *Private Financial Support; Program Proposals; *Proposal Writing; Secondary Education; Technical Education; Vocational Education

This guide's introduction, three sections, and two appendices elaborate on each of these steps it recommends when applying for funds to purchase educational equipment: (1) assess program needs and write a justification for the support sought; (2) review and select the funding sources that are the most appropriate; (3) develop and submit a well-planned and carefully prepared proposal to request and justify support; and (4) follow up the proposal with appropriate communications to the sponsoring organization. Section 1 presents information on various federal and state organizations and agencies that provide funds to educational programs. Section 2 provides recommendations and instructions for identifying program equipment needs and selecting funding sources. Section 3 presents guidelines, information, and directions to follow in preparing grant proposals and applications. Appendix A lists 54 foundations and funding organizations, along with information on what activities and items they typically fund and how to contact them. Appendix B contains the following worksheets proposal writers and managers may find helpful: proposal development and sign-off schedule; outline of a typical proposal; activity-task planning schedule; project timeline; personnel utilization matrix; sample format for a budget summary; and proposal checklist and evaluation form. The document concludes with six references. (CML)

ED 352 459 CE 062 542

Rippner, Mary
Using Businesses as On-Site-Schools To Increase Academic Achievement and Develop Employability Skills of At-Risk Students.
PUB DATE- Jul 92
NOTE- 69p.; M.S. Assignment, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Cooperative Education; Corporate Support; *Dropout Prevention; Education Work Relationship; *Employment Potential; High Risk Students; High Schools; High School Students; *On the Job Training; *Potential Dropouts; Program Development; Program Evaluation; Program

ED 352 477 CE 062 591

Vocational Education Act (V.E.A.): Gender Equity Support for Immigrant Students. OREA Report.
PUB DATE- 91
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Bilingual Education Programs; *Career Choice; Equal Opportunities (Jobs); *Immigrants; Limited English Speaking; *Nondiscriminatory Education; *Nontraditional Occupations; Secondary Education; *Sex Fairness; Special Needs Students; *Student Attitudes
IDENTIFIERS- *New York City Board of Education

An evaluation was made of New York City Schools' Gender Equity program, which was intended to improve attitudes in gender equity, self-esteem, decision-making skills, and cultural isolation among students of both sexes--especially those who were recent immigrants or limited English-speaking students--in grades 7-12. Approximately 620 students in 10 schools participated in the program during the spring of 1991. Activities that provided preparation for entry-level jobs were the vehicle for the strategies, cocurricular, and extracurricular activities of the program, including group guidance sessions, student and parent workshops, visit to job sites, visits to cultural sites, outside speakers, retreats, organized media events, job fairs, and the production of publications in which students had the opportunity to discuss gender equity. A pretest and posttest, provided in several languages, asked students whether each of 30 jobs are appropriate for either males, females, or both. Both males and females were significantly more likely to answer that persons of both sexes should hold the jobs on the posttest than on the pretest. Recommendations include the following: (1) increase parental involvement through workshops in which parents and students can discuss nontraditional career options; and (2) emphasize the importance of the school counselor to students' decisions to enroll in training programs. (CML)

ED 352 478 CE 062 615

Safrit, R. Dale, Ed.
Volunteer Venture '92. Proceedings of the Annual Statewide Conference on Volunteerism (Columbus, Ohio, May 27-29, 1992).
PUB DATE- May 92
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Education; Agency Role; Business Responsibility; *Communication Skills; Community Resources; Compliance (Legal); Extension Education; Nonprofit Organizations; Public Service; Secondary Education; Time Management; *Voluntary Agencies; *Volunteers; *Volunteer Training; Youth Agencies; *Youth Programs

These conference proceedings contain abstracts of papers that were submitted for presentation and descriptions of all presentations and workshops from a conference on volunteerism. Three papers are included in full. Organized in five sections, the following are included: "Building Better Young People: Powerful and Practical Techniques to Teach Youth" (Brandywein); "Engaging Youth as Volunteers" (Beugen); "Peer Counseling Programs" (Clark); "Strengthening Adult-Youth Interactions"--

subject area, and educational level. The SoC profiles indicated that only 6 instructors or 13 percent had accepted TSA tech prep. Certain groups did not accept this educational change: instructors with graduate degrees, welding instructors, and instructors from certain institutions. No significant difference among the groups studied was indicated by a chi-square treatment. (Appendixes include 6 tables and a list of 10 references.) (YLB)

ED 352 495 CE 062 636

Student Progress and Goal Attainment in California's Federally Funded ABE Programs. July 1, 1991 to June 30, 1992.
SPONS. AGENCY- California State Dept. of Education, Sacramento.
PUB DATE- Aug 92
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Adult Basic Education; Adult Programs; Adult Students; Aspiration; Basic Skills; Demography; Educational Legislation; Educationally Disadvantaged; *English (Second Language); Enrollment Influences; Federal Legislation; Goal Orientation; Pretests Posttests; Program Effectiveness; *State Federal Aid; State Programs; Student Characteristics; *Student Educational Objectives; Student Improvement
IDENTIFIERS- *Adult Education Act Section 321; *California

California providers of instructional services under Section 321 of the Adult Education Act collected learner data in Fall 1991. From the total population of 130,000 adult basic education (ABE) learners, a sample of local agencies and all state agencies collected demographic and pre/posttest data for 87,934 adult learners in programs of ABE and English as a Second Language (ESL). Learners were evenly balanced by gender. Most were relatively young; the majority were Hispanic; nearly half had fewer than 9 years of education; and more than half did not have a diploma or degree. Nearly half reported job attainment or promotion as their reason for enrollment. Data based on geographic region indicated that over 90 percent of Central Valley learners did not have a degree or diploma, and more than half had completed 6 or fewer years of education. Seventy-nine percent were enrolled in ESL programs, 17 percent in ABE programs, and 4 percent in other programs. Adult schools enrolled 68 percent of the sample. Mean progress for ESL learners was 4.1 scaled score points compared to 3.0 for ABE learners. Reading data from state agencies showed the average ESL reading score was 206.6, the average ABE score was 220.8, and average progress for ESL learners was three scaled score points compared to one point for ABE learners. Preliminary analysis of a sample of fall and spring learners suggested few demographic differences. (Appendixes include a list of sampling agencies, comparison of population and sample learner data, learning gains, and class questionnaire results.) (YLB)

ED 352 496 CE 062 638

Workplace Education: Voices from the Field. Proceedings, National Workplace Literacy Program Project Directors Conference (Washington, D.C., September 1991).
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- Nov 92
NOTE- 59p.
LANGUAGE- English

congruent with this philosophy. Traditionally, student assessments frequently take the form of paper and pencil tests. Sizer's exhibition of mastery philosophy, Archbald and Newmann's philosophy about authentic performances, Wiggin's (1991) establishment of real standards, Spady and Marshall's (1991) thoughts about transformational outcome-based education, Mitchell's (1990) discussion about performance assessment, and the comments of Stasz et al. (1990) about personalizing assessment suggest the existence of well-thought out, progressive alternatives. (Contains 45 references.) (YLB)

ED 352 513 CE 062 668

Pearce, Kathryn; And Others
Learning Organization: Reorganizing Learners, Learning Process, Settings, Time, and Staff in the Comprehensive High School.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 51p.; In "New Designs for the Comprehensive High School. Volume II--Working Papers"; see CE 062 664.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Administrative Organization; Class Organization; *Curriculum; Educational Change; Educational Innovation; High Schools; Instructional Innovation; Instructional Program Divisions; *Integrated Curriculum; Learning Processes; Models; Nontraditional Education; *Organizational Change; Organizational Development; School Effectiveness; School Organization; *School Restructuring; *School Schedules; Time Factors (Learning); Vocational Education

The New Designs for the Comprehensive High School project should provide for an organization of the school that is aligned with learner outcomes and learning process. Components of the organization must be aligned among themselves. High school models for organizing learners that meet student needs for connectedness and improved interpersonal relationships can be divided into two categories: providing a small school within a whole school for some students and dividing the whole school into smaller schools for all students. Researchers' concerns about the complexity, confusion, and incoherence found in the typical high school curriculum structure could be addressed through an integration of disciplines and alignment of the learning processes. Even though the curriculum is integrated, departmentalization of the high school still seems necessary. In addition to learning opportunities provided in the home school, other educational institutions and the community can provide settings for learning opportunities. In regard to learning time, outcome-based learning focuses on the axiom that learning should be the constant and time the variable. The goal of flexible learning time is to provide ample time for mastery of material by all students according to their needs. Staff organization should be adapted to reflect the needs that arise from providing an integrated curriculum for smaller groups of students. Staff organization can be adjusted within the traditional school structure, or staff may be integrated in a new structure. (Contains 54 references.) (YLB)

ED 352 514 CE 062 669

Pease, Virginia H.; Copa, George H.
Learning Decision Making: Specifications to Guide Processes in Future Comprehensive High Schools.

This document consists of a report on a project to develop a newsletter for adult learners and unemployed and underemployed individuals in Pennsylvania who want to expand their educational training and improve their career opportunities. The ten newsletter issues published for volume 3 are appended to the report. Among the articles are the following: "Making Your Job More Secure"; "Understanding How Employers Use Resumes"; "The 'Mock' Interview"; "What Are Personality Tests"; "Why Not Form a Job Club?"; "GED (General Educational Development) Students' Skills above Other Graduates"; "Getting the Potential Employer's Attention"; "Preparing for Content-Skill Tests"; "The Job-Search Diary"; "Writing Tips for Today's Versatile Employee"; "Workplace-Literacy Programs: Key Components"; "Social Work--The Caring and Helping Profession"; "Meeting Deadline Pressures"; "Occupational Outlook Handbook"; "Putting the Pieces Together"; "'Where Are the Jobs?'"; "Networking for Your Job Search"; "Management by Objective"; "The Path to Success Begins with Education"; "Interested in Entering the Medical Field?"; "Employment Agencies: What to Look for and What to Look Out for?"; "Preparing a Reference List"; "The Cover Letter: Customized for Success"; "Greeters vs. Graters"; "Making Your Hobby Pay"; "Preparing for the Interview"; "Functional Skills: Words Interviewers Like to Hear"; "A Self-Discovery Checklist"; "Is There Job Security in Any Career?"; "What You Don't Know about the Unemployed Can Hurt Them"; "Making Decisions: Involving Family and Friends"; "Interviewing the Interviewer"; "Reaching Your Goal by Taking One Step at a Time"; "Schuylkill Training and Technology Center"; "Researching Potential Employers"; "Quality: Whose Job Is It Anyway?"; "Closeness and Conflict: Inseparable Outcomes of Teamwork"; "How Can You Recruit Others to Help You?"; "Does Your Writing Impress or Distress You?"; "Do Your Clients Have Solutions?"; and "Establishing Work-Force Education Goals." (CML)

ED 352 532 CE 062 694

Reiff, Tana
The Pennsylvania Adult Basic Education Staff Handbook, 1992 Edition. Final Narrative Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.
PUB DATE- 92
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Adult Basic Education; *Adult Educators; Alumni Associations; Career Planning; *Cognitive Style; Correctional Education; Counselors; Cultural Differences; Curriculum Development; Educational Assessment; Educational Environment; *Educational History; *Graduate Study; Homeless People; Lesson Plans; Prisoners; Public Relations; Special Needs Students; *Staff Development; Student Evaluation
IDENTIFIERS- 353 Project; Pennsylvania

The narrative report in this document describes the design and development of an adult basic education staff handbook and its evaluation by 35 respondents. The handbook contains brief articles organized in seven sections: (1) background for the adult educator (teacher role, adult education history, programs of the Pennsylvania Bureau of Adult Basic and Literacy the guidance counselor, teachers, and parents in the guidance process. Chapter 8 describes areas in which teachers need extra help and the form that help should take. The final chapter discusses why schools need to change and benefits of change. Annotations of 10 resource organizations are appended. An index is provided. (YLB)

ED 352 550 CE 062 747

Consumer's Resource Handbook. 1992 Edition.
PUB DATE- 92
NOTE- 105p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adult Education; Adults; Consumer Economics; Consumer Education; *Consumer Protection; Decision Making; Federal Government; Home Management; Merchandise Information; *Money Management; Private Agencies; Public Agencies; Purchasing; Resources; Responsibility; Safety; State Government

This handbook for consumers begins with information on its use, content, and other sources of help. The handbook is then divided into two sections. Part I, How to Be a Smart Consumer, lists tips on getting the most for your money, handling your own complaint, and writing a complaint letter. It provides information on the following consumer issues: airline travel; selecting child care; credit cards; environment; selecting a financial institution; health hoaxes, food fads, and dangerous diets; home improvements; home shopping; long distance telephone service; mail fraud; 900 numbers; protecting your credit rating and personal privacy; product safety warnings and recalls; choosing a school; smoke detectors; used cars/car repairs; and warranties and guarantees. Part II, which is updated every 2 years by the U.S. Office of Consumer Affairs, lists offices to contact for help with consumer problems or questions. It includes the following: corporate consumer contacts; car manufacturers; Better Business Bureaus; trade association and other resolution programs; state, county, and city government consumer protection offices; state agencies on aging; state banking authorities; state insurance regulators; state utility commissions; state vocational and rehabilitation agencies; state Weights and Measures offices; military commissary and exchange contacts; Federal Information Center; selected federal agencies; and Federal Telecommunications Devices for the Deaf directory. A subject index is provided. (YLB)

ED 352 551 CE 062 748

Talbert, B. Allen; Larke, Alvin, Jr.
Attitudes toward Agriculture of Minority and Non-Minority Students Enrolled in an Introductory Agriscience Course in Texas. A Summary Report of Research. Department Information Bulletin 92-1.
PUB DATE- 92
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Education; *Agricultural Education;

in the Diagnostic and Statistical Manual of Mental Disorders (DSM) systems are made. Revisions occur before extensive empirical knowledge can be drawn upon to guide these changes. For substance use disorders, the criteria have undergone changes from DSM-III to DSM-III-R, and from DSM-III-R to DSM IV. The extent and impact of these revisions have not been formally investigated in an adolescent population. This study compared the three DSM systems in an adolescent clinical sample with respect to how youth were sorted into alcohol diagnostic groups and in terms of their relative concurrent validity. Adolescents (N=130) receiving drug abuse assessments at an outpatient evaluation clinic participated in the study. Subjects received ratings on alcohol and cannabis diagnostic symptoms, recent (past 12 months) drug use frequency, depth of addiction, and recommendation for level of drug treatment. Analysis indicated: (1) the DSM-III-R and DSM-IV have a broader, more inclusive definition of alcohol use disorders than DSM-III; (2) DSM-IV has a broader definition of abuse and a narrower definition of dependence than DSM-III-R; (3) the validity data indicate that all three DSM systems are comparably related to alternate measures of problem severity; and (4) the results were replicated when subjects were analyzed according to their cannabis use diagnoses. (ABL)

ED 352 569 CG 024 670

Tuck, Kathy D.
Junior High School Intensive Care and School Involvement Program (JHSICSIP). Evaluation. School Year 1990-91.
PUB DATE- Nov 91
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Attendance; *Dropout Prevention; *High Risk Students; Junior High Schools; *Junior High School Students; Mentors; Objectives; Program Effectiveness; *School Counseling; Tutorial Programs
IDENTIFIERS- District of Columbia Public Schools

The District of Columbia Junior High School Intensive Care and School Involvement Program (JHSICSIP) was designed to improve achievement and attendance among at-risk students, with the ultimate goal of preventing school dropouts. This program completed its second year of implementation during school year 1990-91 and operated in six junior high schools. This program provided counseling and tutorial services through an affective team, an extended day tutorial service, a Congressional mentorship component, and a school involvement component in which each school participated in goal-oriented activities. This evaluation examined each program component with regard to implementation and short-term outcomes. A follow-up evaluation will be scheduled later in order to examine the long-term impact of the program with regard to dropout prevention. (The results of the evaluation are presented in this report. These sections are included: (1) implementation of counseling, tutorial, and mentorship activities; (2) improvement among student participants; (3) evaluation of the school improvement component; (4) evaluation of the summer component of the program; and (5) a summary of findings and recommendations.) (ABL)

ED 352 570 CG 024 672

Process Guide for Developing a Comprehensive Career Development

*Sexual Harassment; *State Legislation
IDENTIFIERS- *Wisconsin

This Staff Brief provides background information on state and federal laws and regulations, relevant proposals recently considered by the Wisconsin Legislature and laws and proposals of selected other states relating to sexual harassment. Part I provides an overview of the state's employment discrimination law as it specifically relates to sexual harassment. This part describes substantive and procedural rights and responsibilities in both the public and private sectors of employment. This part also describes other legal grounds for pursuing relief in court for acts of sexual harassment. Part II describes other state statutory provisions relating to sexual harassment and also describes proposals recently considered by the Wisconsin Legislature. Part III describes federal law and administrative and court interpretations of the law on sexual harassment, including recent developments. Part IV describes selected laws and legislation in other states relating to sexual harassment (ABL)

ED 352 589 CG 024 694

Eisner, Elizabeth; Tikoff, Valentina K.
Preparing Your Child for College. A Resource Book for Parents.
PUB DATE- 92
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *College Bound Students; *College Choice; *College Preparation; *Educational Planning; Eligibility; *Financial Aid Applicants; Financial Needs; Financial Support; Higher Education; High Schools; High School Students; *Parents; *Paying for College

This resource book is designed to help parents help their children with the process of making decisions about college. It claims to help parents to: set high expectations for their children's future; know what college options are available; plan their finances with college in mind; and know what financial assistance may be available. These topics are covered: (1) general questions about college, including why attend college, what types of colleges exist, and what kinds of jobs are available to college graduates; (2) preparing for college, including what can a child do to prepare academically for college and what can a child do outside the classroom to prepare for college; (3) choosing a college; (4) financing a college education, including how much does a college education cost, how can a parent afford to send a child to college, what are the most common sources of financial aid, how to determine if a particular child is eligible for financial aid, and other ways to keep the cost of college down; (5) long-range planning; (6) important terms; and (7) other sources of information. Exercises and checklists are included on thinking about careers, a course planner for parent and student, college inquiries, college preparation checklist for students, and financial preparation for parents. (ABL)

ED 352 590 CG 024 695

D'Andrea, Michael
When and Why Do Counselors Use Personal and Career Counseling: An Integrative Model.
PUB DATE- Sep 92

Instruction; Elementary Secondary Education; Ethnic Groups; Higher Education; Job Skills; Lifelong Learning; Multicultural Education; Preservice Teacher Education; Problem Solving; *Reading Instruction; *Reading Strategies; Thematic Approach; Whole Language Approach
IDENTIFIERS- *Caldecott Award; *Lifelong Readers; Newbery Award; Workplace Literacy

Selected papers from the 1991 annual conference of the American Reading Forum are presented in this yearbook. The papers, which deal with issues regarding ways to develop and strengthen a society of active readers, address policies, procedures, and programs for the beginning child reader, the beginning adult reader, and a range of readers in between and beyond. Papers in the yearbook are: "Developing Problem Solving Environments to Prepare Teachers for Instruction of Diverse Learners" (Victoria J. Risko); "Reasons 'Effective' Strategies Are Not Used: Student's and Teacher's Explanations" (Richard J. Telfer and others); "Are Teachers Using Whole Language to Teach Reading: A National Perspective" (Patricia K. Smith); "Reading Recommendations for a Multi-Cultural Tomorrow" (Kathleen Evans and Terry Bratcher); "Lifelong Reading by Teachers as Bibliotherapy" (Don Lumpkin); "Scenes from a Classroom: Literature for Thinking about Teaching--An Annotated Bibliography" (Marilyn Eanet); "Caldecott Medal Books (1938-1991): Some Observations" (Sylvia Hutchinson and Ira E. Aaron); "Promoting Readership within Public Schools: Survey of Administrators and Recommendations for Practice" (Emilie P. Sullivan and others); and "Assessing Job-Related Basic Skills: Job Trails as an Example" (Eunice N. Askov and Bernice P. Sheaffer). Panel presentations in the yearbook are: "Developing Lifelong Literacy: Some Stories Inspired by Roger Schank's 'Tell Me a Story'" (Wayne Otto and others); "The Portrayal of Ethnic Characters in Newbery Award Winning Books" (Cindy Gillespie and others); "Kindergartner's Use of Theme-Based Integrated Texts" (Marino C. Alvarez and Judith Vaugh); "Evaluation of Statewide Workplace Literacy Computer-Assisted Instruction for Commercial Drivers: R.O.A.D. to SUCCESS" (Emory Brown and Eunice N. Askov); and "An Innovative Program for Meeting the Literacy Needs of a Non-Majority-Culture Community" (Mary Beneditti and others). (RS)

ED 352 610 CS 011 106

Oldfather, Penny
Sharing the Ownership of Knowing: A Constructivist Concept of Motivation for Literacy Learning.
PUB DATE- 2 Dec 92
NOTE- 18p.; Paper presented at the Annual Meeting of the National Reading Conference (42nd, San Antonio, TX, December 2-5, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Classroom Environment; Classroom Research; *Constructivism (Learning); Intermediate Grades; *Literacy; *Student Motivation; Teacher Behavior; *Teacher Student Relationship; Whole Language Approach
IDENTIFIERS- California (South); Knowledge Acquisition; *Student Empowerment

"Sharing the ownership of knowing" (a constructivist concept of motivation for literacy learning) is a dynamic classroom interaction in which a teacher's constructivist epistemological stance facilitates students' sense of their own construction of meaning and the integrity of their own thinking. Sharing the

DESCRIPTORS- Continuing Education; Elementary Secondary Education; *Inservice Teacher Education; *Language Arts; *Professional Development; *Staff Development; Teacher Participation
IDENTIFIERS- *Study Groups

Study groups are both a complement and an alternative to traditional staff development. Becoming a community of adult learners is a complex process involving a number of ingredients: purpose, logistics, resources, transfer of learning, electronic networking, sustenance, and assessment. These ingredients are not meant to take the place of traditional staff development, nor are they intended as linear progression to be followed prescriptively. They simply represent suggestions to be considered by teachers and administrators when forming study groups. Local needs determine the who, what, where, when, why, and how of professional groups--examples of several study groups from around the United States illustrate how different their purposes can be. The perspective to maintain, however, is that study groups are important, they stimulate individual and collective growth, and they support school improvement. Unless this complement to staff development is considered seriously, language arts educators may never achieve their full potential as professionals. (RS)

ED 352 630 CS 011 128

Simic, Marjorie R.
Guidelines for Computer-Assisted Reading Instruction. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Computer Assisted Instruction; Elementary Education; Guidelines; Language Arts; Reading Comprehension; *Reading Instruction; Reading Writing Relationship; Student Participation; Text Structure
IDENTIFIERS- ERIC Digests

Focusing on how teachers can integrate computers into reading/writing instruction, this ERIC digest presents guidelines for helping language arts teachers match their use of computers with what is known about the reading/writing process. The guidelines for computers and reading presented in the digest point out that computer instruction in reading should: (1) focus on meaning and stress reading comprehension; (2) foster active involvement and stimulate thinking; (3) support and extend students' knowledge of text structures; (4) make use of content from a wide range of subject areas; (5) link reading and writing. (RS)

ED 352 631 CS 011 129

DiLella, Carol Ann
Popcorn Story Frames from a Multicultural Perspective.
PUB DATE- 90
NOTE- 25p.; For a related document, see ED 344 184. Occasional lines of broken type may affect legibility.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

literature programs. The book presents ideas from 19 scholars and teachers relating to theories of culture-oriented criticism and teaching, contexts for these activities, and specific, culture-focused texts significant for college courses. The articles and their authors are as follows: (1) "Cultural Criticism: Past and Present" (Mary Poovey); (2) "Genre as a Social Institution" (James F. Slevin); (3) "Teaching Multicultural Literature" (Reed Way Dasenbrock); (4) "Translation as a Method for Cross-Cultural Teaching" (Anuradha Dingwaney and Carol Maier); (5) "Teaching in the Television Culture" (Judith Scot-Smith Girgus and Cecelia Tichi); (6) "Multicultural Teaching: It's an Inside Job" (Mary C. Savage); (7) "Chicana Feminism: In the Tracks of 'the' Native Woman" (Norma Alarcon); (8) "Current African American Literary Theory: Review and Projections" (Reginald Martin); (9) "Talking across Cultures" (Robert S. Burton); (10) "Walter Mitty in China: Teaching American Fiction in an Alien Culture" (H. W. Matalene); (11) "Text, Context, and Teaching Literature by African American Women" (Sandra Jamieson); (12) "Sethe's 'Big, Bad' Love" (Chauncey A. Ridley); (13) "Baldwin, Bebop, and 'Sonny's Blues'" (Pancho Savery); (14) "Filiative and Affiliative Textualization in Chinese American Literature" (David Leiwei Li); (15) "The Unheard: Vietnamese Voices in the Literature Curriculum" (Renny Christopher); (16) "Narrative Theory in Naguib Mahfouz's 'The Children of Gebelawi'" (Suzanne Evertsen Lundquist); and (17) "The Mixed Blood Writer as Interpreter and Mythmaker" (Patricia Riley). (SR)

ED 352 650   CS 213 591

McAlexander, Patricia J.; And Others
Beyond the "SP" Label: Improving the Spelling of Learning Disabled and Basic Writers. TRIP: Theory & Research into Practice Series.
PUB DATE- 92
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - General (140)
DESCRIPTORS- *Basic Writing; Class Activities; Higher Education; *Learning Disabilities; *Spelling; *Spelling Instruction; Teaching Methods; Theory Practice Relationship
IDENTIFIERS- *Basic Writers; *Spelling Growth

This book briefs teachers on how to analyze individual students' spelling errors and coach them on strategies to overcome them. Although the book deals with spelling weaknesses of both learning disabled and basic writers, its message to practitioners can also provide help for any student who has spelling weaknesses. The book is organized in two main sections. The first of these, "Theory and Research," begins by discussing the background of the English spelling system, examining spelling problems, attempts at reform, and related pedagogical changes. This section then goes on to consider current theory and research, concentrating on the spelling problems teachers will encounter in the classroom. The second section, "Practice," includes discussions of 24 English spelling rules; how to use mnemonic devices; activities and techniques that strengthen visual and auditory skills; using the dictionary; understanding word elements; sample spelling lists; teaching proofreading techniques; and using computerized spelling aids. (SR) for composition. Primarily, writing instructors should be practicing actively what they profess to teach. Writing improves writing skills, and doing what the students do creates a bond between teacher and student. The decision to cut out all creative or professional writing activities is irresponsible for any teacher of English. (HB)

ED 352 672 CS 213 635

Blair, Kristine L.
Isocratean Discourse Theory and Neo-Sophistic Pedagogy: Implications for the Composition Classroom.
PUB DATE- Mar 92
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College English; *Discourse Modes; *Freshman Composition; Higher Education; *Rhetorical Theory; Undergraduate Students; *Writing Strategies
IDENTIFIERS- Classical Rhetoric; *Composition Theory; *Isocrates; Writing Contexts

With the recent interest in the fifth century B.C. theories of Protagoras and Gorgias come assumptions about the philosophical affinity of the Greek educator Isocrates to this pair of older sophists. Isocratean education in discourse, with its emphasis on collaborative political discourse, falls within recent definitions of a sophist curriculum. That is, skills learned in the sophistic classroom are applied directly to the "polis." Examination of Isocrates' writings shows that, for Isocrates, the most useful discourse is that which has a social end. Overall, Isocrates's educational theory favors social interaction through language, as well as probable rather than absolute knowledge. One element missing from contemporary composition instruction is just such an emphasis on public discourse. Furthermore, neo-sophistic pedagogical strategies can be based on Isocratean as well as Protagorean theory. These strategies allow students to voice their views publicly about localized student and community issues. Such assignments will involve not only written forums but also oral and electronic forums that are collaborative and epistemic in nature. Finally, the notion that the fostering of citizenship is an achievable goal in composition classes should not be overlooked, especially as instructors aid students in realizing that they can become part of ongoing public dialogues. (HB)

ED 352 673 CS 213 636

Dodson, Margaret
Teaching Values through Teaching Literature. Teaching Resources in the ERIC Database (TRIED).
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 186p.; Co-published by EDINFO Press.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)

the resources available to them; define and identify the tasks that apply to the specific situation; establish and attain goals; define an evaluation for success; prepare a crisis plan; make sure they know what is happening within the office; establish and maintain credibility; and know who the media people are. Volunteers in a non-profit organization may work alone and should investigate local colleges for an intern who might be willing and eager to learn on-the-job skills for college credits. Volunteers may feel overworked and unrewarded, but their contributions are invaluable and essential to every group that welcomes their contribution. (RS)

ED 352 692 CS 508 024

Winsor, Jerry L.; And Others
Establishing Professional Advisory Councils for Communication Programs.
PUB DATE- 92
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Advisory Committees; *Departments; Higher Education; *Mass Media; *School Business Relationship; *School Community Relationship; *Speech Communication
IDENTIFIERS- Advisor Role; Professional Concerns

For communication programs one means of developing a strong working relationship with the business and professional communities, improving program curriculum planning, and encouraging input on other departmental issues is to establish a professional advisory council. Advisory boards serve several practical purposes for a communication department. They aid in meeting the changing demands in the preparation of communication practitioners, provide contacts for internships for students, help assess strengths and weaknesses of current departmental programs, bring contemporary issues and directions to the attention of the faculty, add credibility to the programs of a department, help students develop employment contacts, and help program-specific accreditation development. Boards are formed by having a committee responsible for developing selection criteria, gaining clearance for the members of the board from university officials, inviting membership, and planning the meeting agenda. Issues related to board membership include the length of term, expectations of board members beyond advisement, frequency of board meetings, and gathering regular feedback from board members. Communication departments are encouraged to develop a strong working relationship with the business and professional communities. (Appendixes present a description of a particular advisory council, a sample letter sent to council members, and a description of a special event in which council members become "faculty for a day.") (RS)

ED 352 693 CS 508 025

Beals, Diane E.; De Temple, Jeanne M.
Home Contributions to Early Language and Literacy Development.
PUB DATE- 2 Dec 92
NOTE- 18p.; Paper presented at the Annual Meeting of the National Reading Conference (42nd, San Antonio, TX, December 2-5, 1992).
LANGUAGE- English

theory that links educative leadership to the quality of teaching. Chapter 5 (D. Pettit; J. Hind) articulates a responsible role for educational leaders in the rationalization of educational services at the system level. The sixth chapter by F. Rizvi, illustrates the interconnectedness of societal and educational policy and reflects this holism in a practical theory presented in chapter 7 (Duignan, Macpherson). An introduction by the editors accompanies all but the first and last chapters, and references follow each chapter. (LMI)

ED 352 713 EA 024 517

Caldwell, Brian J.; Spinks, Jim M.
Leading the Self-Managing School.
PUB DATE- 92
NOTE- 234p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Decentralization; *Educational Administration; Educational Environment; Elementary Secondary Education; Foreign Countries; *Leadership; *Leadership Qualities; Models; *Organizational Climate; *School Based Management

This book focuses on the requirements for leadership in self-managing schools. It contains 9 chapters divided among 3 main parts. The first part is entitled "A New Context and a Refined Model for Self-Management." Chapter 1 uses the concept of megatrend to describe developments in Australia, Britain, Canada, New Zealand, and the United States. Chapter 2 discusses revisions of the leadership model set forth in "The Self-Managing School" (1988), which broaden and specify the context for self-managing schools, acknowledge the importance of strategic planning, and sharpen the focus on curriculum and learning. The third chapter reviews the literature so as to build a framework for guiding leaders in self-managing schools. Part B, entitled "Leadership in the Self-Managing School," contains chapters 4-7, which illustrate leadership strategies based on the revised model. Chapter 4 discusses cultural leadership and the role of the leader in creating and sustaining a culture of excellence. A model for strategic planning and implementing a school development plan is provided in the fifth chapter. Chapter 6 examines educational leadership and the ways in which teachers, parents, and others can improve teaching and learning outcomes. Chapter 7 outlines ways in which a school can be accountable without compromising its values. Part C, "Transforming Our Schools," which contains the last two chapters, begins with a focus on school systems and the role of leaders in chapter 8. Chapter 9 presents a vision of the self-managing school for the future. Eight figures and chapter endnotes are included. (LMI)

ED 352 714 EA 024 519

Estimating the Extent of School Restructuring.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

PUB DATE- Sep 92
NOTE- 14p.; Paper presented at the Annual Conference of Women in Administration (6th, Lincoln, NE, September 27-28, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Characteristics; Administrator Education; *Educational Administration; Elementary Secondary Education; Higher Education; Leadership; *Women Administrators; Women Faculty

For decades women have aspired to leadership positions in business, industry, and education. How women perceive opportunities in education, as well as their perceptions of viable options in meeting their career objectives, are important issues to address in college preparation courses. Sixty-one female students currently enrolled in administrative programs in both public and private education sectors in Northwest Georgia were surveyed for an initial study to determine their demographic characteristics and attitudes. Twenty-eight questions include demographic information as well as beliefs and attitudes of students regarding administrative possibilities. One open-ended question asked for skills the students' believed they needed to succeed in a predominantly male environment. A second question asked for additional characteristics students need or want to know about women administrators. Results of this study are reported as nominal statistics. Percentages are reported in selected variables. An analysis of variance (ANOVA) run on the variables shows no real significance at the .05 level between or among the 28 variables. Among descriptive results are that the majority of female students enrolled in administrative programs are currently elementary teachers between the ages of 36-45, that these students have a preference for democratic and situational leadership, and that it is difficult for women in administration to advance beyond a certain level. (Contains 16 references.) (RR)

ED 352 734 EA 024 548

Randall, Ruth E.
Principals and Supervisors: Bridge to Learning.
PUB DATE- Nov 90
NOTE- 9p.; Paper presented at the Annual Meeting of the New Jersey Principals and Supervisors Association (Atlantic City, NJ, November 1990).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Effectiveness; Administrator Responsibility; *Administrator Role; *Educational Administration; Elementary Secondary Education; *Leadership; *Principals; Role of Education; *School Supervision

The role of the principal as an educational leader for the 1990s is described in this keynote address. The first part discusses the roles and responsibilities of principals and supervisors as administrators, managers, and leaders. The second part examines educational issues of the 1990s, which include: (1) the importance of education to all sectors of society; (2) a commitment to higher levels of learning; (3) the challenge of educating all children; (4) the uses of realigned curriculum, technology-based instruction, and multifaceted assessment; (5) the design, development, and implementation of diverse learning

SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Oct 90
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Community Programs; Costs; *Deinstitutionalization (of Disabled); Delivery Systems; *Developmental Disabilities; Financial Support; *Foster Care; Parent Attitudes; Parent Education; *Placement; *Program Development; Program Implementation; Recruitment; *Severe Disabilities; Social Services
IDENTIFIERS- Michigan (Macomb County); Michigan (Oakland County)

This paper recounts the Macomb-Oakland (Michigan) Regional Center's 17-year successful experience in eliminating institutional care for children with developmental disabilities (many of them with severe disabilities) and providing all such children with specialized foster home placements. A paper by the Center's director, Gerald Provencal, describes major features of the Center's community training home program, including in-house programming, contract agreements, interdisciplinary team involvement, recruitment, training, and monitoring, and refutes six common fallacies of objections to the foster care model. Recognition of the importance of providing birth families (as well as foster families) with whatever support is needed is identified as a program outgrowth. The program's success in finding families and in maintaining placements (the average placement is more than 5 years) is then recounted. Further discussion details the process of finding families, including needs assessment, recruitment, initial inquiry call, screening, and training. Also considered are specific recruitment strategies, parental misgivings, professional attitudes, funding, and case management. Various case studies illustrate the report's major points. (DB)

ED 352 756 EC 301 686

Obiakor, Festus E.
The Myth of Socio-Economic Dissonance: Implications for African-American Exceptional Students.
PUB DATE- 14 Nov 92
NOTE- 16p.; Paper presented at the Council for Exceptional Children (CEC) Topical Conference on Culturally and Linguistically Diverse Exceptional Children (Minneapolis, MN, November 12-14, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Black Students; Curriculum Development; *Disadvantaged Youth; Elementary Secondary Education; Family Environment; Handicap Identification; Low Income Groups; Poverty; Self Fulfilling Prophecies; *Socioeconomic Influences; *Special Needs Students; Student Evaluation; Teacher Expectations of Students; Teacher Student Relationship; Teaching Methods
IDENTIFIERS- African Americans

This paper addresses the myth of socioeconomic dissonance and its effects on the identification, assessment, placement, and instruction of African-American students with special needs. Socioeconomic status is seen to predetermine the academic

#E514.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Curriculum Development; Elementary Secondary Education; Evaluation Methods; *Gifted; *Goal Orientation; *Outcomes of Education; Student Development; *Student Educational Objectives; Student Evaluation; Teacher Role; Time Factors (Learning)
IDENTIFIERS- ERIC Digests

This digest summarizes what is known about developing desired educational outcomes and anticipated time frames in specialized programs for students who are gifted. Learner outcomes are defined and characteristics of appropriate ones outlined. Next, the importance of identifying specific learner goals and outcome indicators is explained with emphasis on their value for both the learner and teacher. Learner outcomes for gifted students are then differentiated from more generic outcomes developed for all learners. The importance of developing assessment procedures consistent with the learner outcomes is stressed. The teacher's role in regard to learner outcomes is explained in the context of the curriculum alignment process and alignment with standard state learner outcomes. Finally, 13 specific suggestions for creating more appropriate learner outcomes for gifted students are offered. Six suggestions for further reading are listed. (DB)

ED 352 776 EC 301 706

Silverman, Linda Kreger
How Parents Can Support Gifted Children. ERIC Digest #E515.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Ability Identification; *Child Rearing; *Definitions; Elementary Secondary Education; *Gifted; Parent Child Relationship; Preschool Education; *Student Placement
IDENTIFIERS- *Early Identification; ERIC Digests

This digest offers guidelines to parents of gifted children which emphasize respecting the child's individuality while providing necessary support. A new definition of giftedness is cited which stresses the asynchronous development of such children's cognitive skills and the resultant qualitatively different inner experience. Early signs of giftedness are listed and the advantages of early identification noted. Suggestions are offered for responsive parenting which provides a wide variety of stimulation while following the child's lead. Discussion then looks at first, the role of family relationships in the child's development and issues concerning school placement including early entrance, other forms of acceleration, and the value of mixed age groups. Finally, the role of parents in advocacy is noted. Three references and two organizational resources are listed. (DB)

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *American Indians; Classroom Techniques; *Cultural Background; Cultural Influences; *Culture Fair Tests; Elementary Secondary Education; *Evaluation Methods; *Handicap Identification; Intervention; *Learning Disabilities; Prevention; Referral; Student Characteristics
IDENTIFIERS- *Prereferral Intervention

This paper examines characteristics of American Indian children, focusing on their similarities with children with learning disabilities. These similarities include: heterogeneity, language problems, concept of time, learned helplessness, locus of control, and discrepancy between potential and achievement. Culturally sensitive prereferral procedures are described, such as not singling out children for individual achievement, allowing more "wait" time between a question and the student's response, and having students draw a picture and then write about it rather than writing first and then illustrating. Culturally sensitive tests and adaptation in testing procedures are then suggested for use if prereferral teaching activities fail. It is felt that consideration of cultural influences will help to differentiate between cultural or linguistic differences and learning disabilities, and thus reduce the possibility of misidentification of American Indian children with learning disabilities. (Contains approximately 65 references.) (JDD)

ED 352 795 EC 301 729

Holcombe-Ligon, Ariane; And Others
Effects of Instructive Feedback on the Efficiency of Future Learning.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Dec 92
NOTE- 8p.; Paper presented at the Annual International Conference of the Council for Exceptional Children, Division for Early Childhood Conference (Washington, DC, December 2-6, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Efficiency; *Feedback; Identification; *Instructional Effectiveness; Learning Strategies; *Number Concepts; Preschool Children; Preschool Education; *Special Needs Students; *Teaching Methods
IDENTIFIERS- *Future Learning; Time Delay

Four preschool children with developmental delays were taught to name the numerical value of sets of geometric figures, the corresponding numeral, the corresponding number word, and the corresponding Roman numeral. Half of the stimuli were taught with instructive feedback and the other half without, as two conditions were established: the future condition which included the presentation of future-targeted behaviors during the consequent events for correct responses (i.e., the use of instructive feedback), and the nonfuture condition, which did not include instructive feedback. For example, when numerals were taught directly, instructive feedback (in the form of embedding number words in feedback) was used with half of the numerals but not with the other half. Findings included: (1) the presentation of instructive feedback in the future condition did not interfere with acquisition of target behaviors; (2) constant time delay resulted in three of the

The Status of Transitional Bilingual Education Programs. Annual Report FY90.
PUB DATE- Aug 91
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bilingual Education Programs; Counselor Qualifications; *Dropout Characteristics; Education Work Relationship; Elementary Secondary Education; *English (Second Language); *Enrollment Trends; Limited English Speaking; Special Education Teachers; State Programs; State Surveys; Statewide Planning; *Student Characteristics; Student Educational Objectives; Teacher Qualifications; *Transitional Programs; Withdrawal (Education)
IDENTIFIERS- *Massachusetts

Data on students participating in transitional bilingual education programs (TBEs) in Massachusetts, in the 50 local education authorities (LEAs) with such programs, are reported and analyzed. Information presented, in graphic and narrative form, includes the following: an overview of the status of TBE programs in the state, including patterns of participation among eligible limited-English-speakers by language and enrollment trends since 1987; characteristics of secondary school TBE students who withdrew from their programs; characteristics of former TBE students who dropped out of school; post-graduation plans for public college attendance, private college attendance, military, work, and other pursuits, by language; years of participation, by language group; and program staff characteristics, functions, ratios, and certification status. Recommendations for further analysis of the data and for uses of that information are made. A list of the LEAs having TBEs is appended. (MSE)

ED 352 815 FL 020 797

van Naerssen, Margaret; Pressley, Joyce
What Went Wrong: A Case of Differences in Expectations.
PUB DATE- 6 Apr 91
NOTE- 15p.; Paper presented at the Annual Meeting of the Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (10th, Ypsilanti, MI, April 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Architecture; Classroom Communication; Curriculum Development; Educational Objectives; English (Second Language); *English for Special Purposes; Expectation; Graduate Students; Higher Education; *Intensive Language Courses; Listening Skills; Power Structure; Reading Skills; Skill Development; *Student Attitudes; Summer Programs; *Teacher Attitudes; Teacher Responsibility; *Urban Planning; Writing Skills

The problems encountered in implementing an intensive summer course in English for specific purposes, designed to prepare students for graduate study in urban planning, urban design, and architecture, are discussed by the course's language and content specialists. Positive course results included development of useful classroom communication skills, practice in content listening, and development of reading and writing skills. However, tensions occurred as a result of differing expectations on the parts of the language specialist, content third group heard the music and simultaneously viewed pictures of target vocabulary words. The fourth group heard the oral version and viewed the pictures. Results of pre- and posttests indicate no statistically significant differences between groups having music and not having music, between having illustrations and not having them, or for the interaction of the two variables. However, descriptive differences were found. Vocabulary gain scores were consistently higher for the groups in which either music or illustrations were used, and highest for the group in which both were used. Implications for the use of music in the second language classroom are discussed, and further research is recommended. A 40-item bibliography is included. (MSE)

ED 352 835 FL 020 870

Rhodes, Nancy
Improving Elementary School Foreign Language Teacher Education, 1989-1992. Final Report.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 25 Nov 92
NOTE- 180p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- College School Cooperation; College Second Language Programs; Curriculum Development; Elementary Education; Elementary School Teachers; *FLES; Higher Education; *Instructional Improvement; *Language Teachers; Mentors; Models; Peer Evaluation; Professional Development; Second Language Instruction; State Programs; *Teacher Education; *Teacher Educator Education
IDENTIFIERS- *North Carolina

The Center for Applied Linguistics and the North Carolina Department of Public Instruction conducted a 3-year teacher training project that aimed to improve the training of elementary school foreign language teachers at institutions of higher education. The components of the training model were based on the principle that, in order to be successful, teacher trainers will have experience observing and teaching at the level for which they will be training others. The training model paired North Carolina teacher trainers with experienced elementary school teachers who served as their mentors. The teacher trainers participated in the following activities: (1) an intensive 4-day seminar on elementary school foreign language methodology; (2) observations of their partners' elementary school language classes; (3) teaching of their partners' elementary school classes; (4) collaboration with the elementary school language teachers in the development of a teacher education curriculum; and (5) peer coaching with a new group of teacher trainers. The teacher educator incorporated the new curriculum and methodologies into their universities' curricula and provided elementary school language instruction to undergraduate foreign language students preparing to become teachers. Project results included an improved ability of teacher educators to train future teachers, increased collaboration between teacher educators and practicing teachers, a statewide capacity to expand professional development opportunities, and a teacher education curriculum. The curriculum, "Elementary School (K-8) Foreign Language Teacher Education Curriculum," is being used throughout North health education pamphlet would increase comprehension by adult English-as-a-Second-Language (ESL) readers. The reading level of a general pharmacy education handout was lowered by changing vocabulary, sentence structure, and organization, by highlighting the main idea of each point, and by writing an introduction designed to catch attention and focus reading. Low-intermediate and advanced ESL college students read either the unaltered (n=25) or altered (n=24) versions of the pamphlet, which were estimated to be at the grade 12 and grade 7 level, respectively. Subjects then answered a free written test and a short-answer test. There was no statistically significant difference in the reading comprehension scores of the two groups on either test. The results suggest that health educators and ESL professionals should be wary of using readability formulas to estimate the suitability of materials for ESL readers, and of assuming that lowering the reading level of materials means increasing comprehension even when some changes beyond the lexical and syntactical are made. Excerpts from the tests are appended. (Contains 12 references.) (Author/LB) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 352 855 FL 800 552

Bateman, Mary Jo; And Others
Facing the World. An Independent Living/Pre-Employment Curriculum for Refugee Youths.
PUB DATE- Jan 91
NOTE- 73p.; Produced by the Bilingual Vocational Education Program.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; Adult Literacy; Career Planning; Class Activities; Curriculum; Employers; *English (Second Language); Health Education; *Independent Living; *Job Search Methods; *Language Skills; *Limited English Speaking; Money Management; Nutrition; *Refugees; Safety; Taxes; Vocabulary; Young Adults
IDENTIFIERS- Virginia

This document, a curriculum guide focusing on both independent living skills and job readiness skills, is based on the experience of the Bilingual Vocational Education program in Virginia. The lessons are sequenced to increase in difficulty as students acquire more English skills, but individual units do not necessarily require competencies developed in preceding units. Each unit includes an objective, suggested procedures and materials, and a list of supplemental resources. Contents are as follows: (1) "Toto, We're Not in Kansas Anymore" -- what newly arrived teens want and need to know (school bus procedures, teen culture, cliques and gangs, setting goals); (2) "If You Don't Have It, Don't Spend It" -- money management (budgets, banking systems, consumer skills); (3) "Man Cannot Live by Rice Alone" -- nutrition (four food groups, meal preparation); (4) "Life's a Jungle" -- health and safety issues (securing health care, hazards and effects of drugs, alcohol, tobacco); (5) "From Football Player to President" -- employment in the United States (developing a career plan); (6) "Get to Work" -- job search skills (locating employment prospects, job applications, resumes, business letters, interviews, paycheck math); (7) "Working Your Way Up the Ladder without Falling Off" -- job retention skills (employer/employee relations, co-worker relationships, customer/employee relationships); and (8) "Pooling Our Resources" -- income tax. Appended are information and activities related to teaching students who are lives of modernists and post modernists and that the modern sects now dominate the public power structure through schools and professional organizations. (Contains 41 references.) (JB)

ED 352 873 HE 026 067

Lyons, Paul
Leadership Education Across the Curriculum.
PUB DATE- Jan 93
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Students; Cooperative Learning; Group Discussion; Higher Education; Interdisciplinary Approach; Leadership; *Leadership Training; Participative Decision Making; Teacher Role; *Teaching Methods; *Undergraduate Study
IDENTIFIERS- *Reflective Controversy

This essay argues that the development of leadership skills in the education of college students should be on the agenda of all faculty and describes ways to build the development of leadership skills into virtually any course or program of study through a technique called Reflective Controversy. An opening phase of the essay describes the signs in society at large that leadership is needed and argues that leadership will, in future, be required or expected of all college graduates. A following section explores leadership itself looking at different types of leadership and at recent research on leadership. Another section discusses how leadership skills are imparted and argues that they can be taught in the context of college courses. There follow suggestions as to how practice of these skills can be integrated into curricula by approaches such as "Reflective Controversy," an instructional approach that requires student cooperation and collaboration in task achievement and that can be used in nearly all academic disciplines. The paper goes on to describe this instructional technique in more detail including group size, materials needed, time required, advanced preparation, and the steps involved. Twenty-two references are included. (JB)

ED 352 874 HE 026 068

Schaw, Walter A.; And Others
Today's Challenge to Tomorrow's Vision. A Study of Facilities Conditions at Schools of Theology.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- 91
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Facilities; Educational Facilities Improvement; Educational Facilities Planning; Educational Finance; Facilities; Facility Requirements; Higher Education; Long Range Planning; *School Maintenance; *Theological Education
IDENTIFIERS- *Deferred Maintenance; *Facility Evaluation

This publication provides an assessment of the condition of campus facilities at 202 schools of theology in the United States and Canada. The original project included an initial assessment through workshops and on-site evaluation of facilities operations at 41 theological schools. Eventually the project was extended to encompass all theological education

PUB DATE- Oct 92
NOTE- 47p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Minneapolis, MN, October 28-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Budgeting; *College Outcomes Assessment; Educational Equity (Finance); *Financial Support; *Higher Education; National Surveys; Peer Institutions; *Policy Formation; Resource Allocation; State Aid; State Colleges; State Universities; Trend Analysis
IDENTIFIERS- *ASHE Annual Meeting; *Funding Formulas

This study examined changes in use of funding formulas for higher education among the states, the use of information about peer institutions in funding decisions, and the use of outcome or quality measures. The study used data from surveys of all states in 1984, 1988, and 1992. The most recent survey showed that 33 states were using formulas in 1988 and 1992, down from 36 in 1984. The number of states using peer data or comparisons in their funding formulas or guidelines grew from 3 in 1984 to 27 in 1988 to 28 in 1992. These peer data were used for salary determinations, for tuition and fee setting, and for determining funding for libraries. The number of states using outcome or quality measures declined from 20 in 1988 to 10 in 1992. Overall the data indicated that formulas are becoming more complex with more factors and the use of peer data. In addition, institutions are attempting to protect base budgets at the expense of using formulas as evidenced by the rapid decline in the number of states that incorporate quality or outcome measures in their formulas. In addition, states are attempting to address equity (both vertical and horizontal) concerns through funding formulas. (Contains 10 references.) (JB)

ED 352 893 HE 026 093

Braxton, John M.; Bayer, Alan E.
How Professionalized Is College Teaching? Norms and the Ideal of Service. ASHE Annual Meeting Paper.
PUB DATE- 1 Nov 92
NOTE- 28p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Minneapolis, MN, October 28-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Standards; *College Faculty; *College Instruction; Graduate Study; Higher Education; Intellectual Disciplines; Research Universities; Social Behavior; Surveys; *Teacher Attitudes; Teacher Effectiveness; *Teaching Skills
IDENTIFIERS- Professionalization of Teaching

This study examined the behavioral expectations and norms for college and university faculty particularly whether they varied with respect to the level of commitment to teaching at different institutions and in different disciplines. A cluster sampling design was used to select a random sample of the population of faculty in biology, history, mathematics and psychology at Research Universities I and Comprehensive Colleges and Universities II (Carnegie Classifications). A survey was mailed to 800 individuals of which 251 responses were eventually included in the analysis. The findings states must be viewed in holistic terms; (2) the progress of technology has brought about far-reaching cultural changes, not the least of which is urbanization; (3) broad education is the only cure for racial antipathies; (4) the question is whether one will be content with one's philosophy of what progress is or identify, study, and try to improve it; (5) grades and diplomas are not adequate indicators of proficiency in basic skills; (6) the greatest threat to the future is indifference; and (7) freedom begins where economic necessity ends. Implications of these lessons for teachers, administrators, and policymakers are as follows: the goal of adult and continuing education is social self-realization; a theory of adult learning called the theory of instrumentalism must be developed; a holistic curriculum is conducive to this kind of learning; inherent to the holistic curriculum is a process of teaching as opposed to training; and criteria of maturity rather than academic dogma should be used to assess adult student progress. (YLB)

ED 352 442 CE 061 774

Jelinek, James J.
Demographic Factors in Adult and Continuing Education. A Resource Guide for Teachers, Administrators, and Policymakers.
PUB DATE- 92
NOTE- 631p.; For the keynote address that introduced this document at the MPAEA 50th Anniversary conference, see CE 061 773.
LANGUAGE- English
EDRS Price- MF03/PC26 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Basic Education; *Adult Education; *Adult Learning; Continuing Education; Cultural Context; *Demography; Economic Progress; *Economics; Educational Planning; Educational Research; Ethnic Discrimination; Ethnic Groups; *Holistic Approach; Philosophy; Political Influences; Religious Factors; Secondary Education; Social Environment; Social Influences; State Aid; State Government; *State Programs; Statewide Planning; Urbanization
IDENTIFIERS- *United States (Mountain Plains)

This resource book contains demographic data for the eight states of the Mountain Plains Adult Education Association. All information is current (1990-92) and comes from the national census and hundreds of research studies. Chapter I provides a demographic perspective of the nation, describes a holistic view of demographics, and discusses implications for adult and continuing education. Chapters II-IX present data by state: Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah, and Wyoming. Data on people include growth, urbanization, and ethnicity. Data on education are provided in the following categories: adult basic education--state system for public-supported programs; postsecondary education--state system for public-supported community colleges and universities, private colleges and universities, public-supported vocational technical schools, private vocational technical and proprietary schools, and student assistance programs; master planning for higher education; cultural institutions; historic sites; and communications media. Information on government is followed by data on the economy: agriculture, forestry, mining, manufacturing, tourism, transportation, and energy. Other data include the following: annual performance report in adult

Implementation; School Business Relationship; Vocational Education; *Work Experience Programs

The Businesses as On-Site Schools (BOSS) program was established as a dropout prevention effort combined with employability training for at-risk high school students. The setting was a vocational/educational alternative center in Florida. Businesses were contacted, and verbal intent to provide on-the-job training and an onsite mentor was established. Fifteen students interested in job openings completed the application requirements and interviewed with the business partner. Once matched with a business partner, the student, researcher, and mentor began to look at possible job training skills exclusive to the job site and the development of employability skills. These three participants also coordinated academics and work-related experiences. Students were required to attend academic classes in the morning to participate in on-the-job training in the afternoon. A formative evaluation was completed 2 weeks after program implementation. The summative evaluation involved calculating students' grade point averages prior to BOSS enrollment and determining entry-level employability skills. Results indicated an improved level of employability skills, significant level of promotion to the next grade level, improved grade point average, awareness of school-to-work relationship, and a self-evaluation of educational achievement and career opportunities. (Appendixes include 26 references, evaluation instruments, position and job description, anecdotal records, and training agreement.) (YLB)

ED 352 460 CE 062 544

Future Options Education: Careers and Middle School Youth.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.; Ford Foundation, New York, N.Y.
PUB DATE- 92
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Career Choice; *Career Education; *Career Exploration; Career Planning; Case Studies; Curriculum Development; Educational Resources; *Education Work Relationship; Guidelines; Junior High Schools; *Learning Activities; *Middle Schools; Occupational Aspiration; Program Development; Youth Programs

This serial issue contains five articles relating to career exploration for middle school youth. The first article makes up most of the publication. It explains the concept of Future Options Education, basic tenets of which are the following: (1) career and college preparatory interventions need to be age and stage appropriate; (2) effective learning strategies for young adolescents need to incorporate the themes of "high expectations, high content, and high support"; (3) schools and employment programs need not wait for total school reform to begin to address career education; and (4) there is no one best approach to career development. Future Options Education promotes the use of horizon-broadening learning experiences that include an activity base, self-exploration, adult reinforcement, and a sense of belonging to a group. Future Options Education includes five topic areas: activities that introduce students to the world of work, activities that show the relationship between postsecondary education and good jobs, activities that introduce some key realities of postsecondary education or training, activities that investigate ways to pay for education or training after high school, and activities complete paper (Groff); "Legal Issues in Youth Volunteerism" (Colley); "Cooperation and Competition: A Volunteer's Responsibility" (Maddy); "What's in It for YOUth?" (panel discussion); "Youth Leadership Skills" (Shelly); "The Role of the Community Relations Professional in Shaping the Corporate Social Vision" (Goldberg); "How to Develop an Employee Volunteer Program (Galligan); "Getting Media Coverage for Your Community" (panel discussion); "Preparing Employees for Community Leadership" (Jenkins); "Legal Ramifications of Employee Volunteer Program" (McCurley); "Gaining Management Support for Your Program" (Galligan); "Environmental Issues and Employee Involvement" (DeWein); "Involving Retirees and Labor Unions in Employee Volunteerism" (Hester, Breitenstein); "Special Events Spell Success" (Phillips); "How to Effectively Raise Money in the 90s" (Nichols); "Serving the Diverse Community" (Richards); "Technology for the 90s--How to Choose It" (Risch); "Organizational Values and Culture" (Shullman); "High Tech, Grass Roots Technology for the 90s--How to Use It"--complete paper (Souder); "Focus on the Future: Where Do We Want Volunteerism to Go" (Ellis); "Improving Your Listening Skills" (Savage); "Assessing Our Impact" (Ellis); "Managing the New Volunteer" (Cooper); "Influence Strategies" (Verble); "Legal Issues in Volunteerism" (Colley); "Volunteers: Guardians of Social Change"--complete paper (Lonergan); "Designing a Service Learning Program" (Beugen); "Volunteering Is for Everyone" (Bernstein); "The Interviewer as In-Depth Listener" (Savage); "Communicating Confidence" (Verble); "Staying on Purpose" (Braham); "Time Mastery" (White); "Creativity and Innovation: Zip!" (Schubert); "Effective Communication Skills" (Donadio); "The Legal Environment of Volunteer Referral Agencies" (McCurley); and "Managing Conflict with and among Young People" (Trichel). (KC)

ED 352 479 CE 062 616

Spiegel, Marilyn R., Ed.; Safrit, R. Dale, Ed.
Reaching Families and Youth Who Have Limited Resources. Proceedings of a Conference for Educators and Practitioners in Family, Youth and Community Development (Columbus, Ohio, September 16-17, 1992).
PUB DATE- Sep 92
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adolescents; Adult Basic Education; Alcoholism; Career Development; Career Education; *Community Development; *Disadvantaged; Disadvantaged Environment; Disadvantaged Youth; Drug Addiction; Education Work Relationship; Extension Education; Family Characteristics; *Family Problems; *Family Programs; Family Relationship; Homeless People; *Low Income; *Parent Education; Poverty; Program Development; Program Implementation; Student Organizations; Volunteers; Youth Problems

These conference proceedings contain abstracts of papers or complete papers that were submitted for presentation, along with descriptions of all workshops from a conference on reaching families and youths who have limited resources. The following are included: "Volunteerism and Limited Resource Audiences" (Safrit, Smith); "Cultural Do's and Don'ts" (Frazier); "Urban Families--Can You Help?" (Langenhop); "Understanding Appalachian Culture" (Maloney); "Home Safety Issues Facing Families Who Have Limited Resources" (Martin); "Understanding Family Violence" (Carbonell); "The Answers to

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Adult Programs; Basic Skills; *Curriculum Development; Enrollment Influences; Federal Programs; Government Role; Inservice Education; *Literacy Education; Program Effectiveness; Program Evaluation; *School Business Relationship; School Holding Power; *Staff Development; State Government; State Programs; Student Recruitment; Unions
IDENTIFIERS- *National Workplace Literacy Program; *Workplace Literacy

A 1991 conference provided a forum where workplace educators could analyze their experience. Participants agreed that establishing a partnership between business or labor organizations and education providers was a key step in developing an effective workplace literacy program. Participants also saw the importance of curriculum development to project success and suggested promising curriculum development strategies. Participants identified as effective those recruitment techniques based on strategic plans that included incentives for worker participation. The focus group on staff development focused on the projects' failure to anticipate a need for and to incorporate a systematic staff development and training effort. Other management issues included the importance of a well-qualified coordinator and regular class attendance. Participants described a mix of indicators and data-gathering methods that could be used to measure either student ability or program outcomes. They agreed that new kinds of assessment and evaluation methods were needed to replace traditional academic measures that had little relevance to most program goals. In response to questions dealing with future policy direction, participants recommended longer grant periods, incentives for project partners, and states' assumption of new roles. (Appendixes include results of the "Critical Issues" and "Program Continuation Issues" surveys and participant list.) (YLB)

ED 352 497 CE 062 639

Stammen, Ronald M.
State Assessment for Public Law 101-392. Summary.
PUB DATE- 91
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Articulation (Education); Competency Based Education; *Compliance (Legal); Curriculum; Curriculum Development; Educational Assessment; *Educational Legislation; Educational Planning; Education Work Relationship; *Federal Legislation; Program Implementation; Secondary Education; *State Programs; *Vocational Education
IDENTIFIERS- *Carl D Perkins Voc and Appl Techn Educ Act 1990; *North Dakota

In North Dakota, a statewide assessment was made of compliance with Public Law 101-392 (the Carl D. Perkins Vocational and Applied Technology Education Act) through questionnaires completed by 171 secondary school administrators (representing 77 percent of the 211 secondary schools in North Dakota), in 1991. The assessment showed that secondary schools need to be more involved in applied activities that integrate academics and vocational education. A need for policies that award science and mathematics credits for such integrated courses also was shown. In addition, linkages between secondary and

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 22p.; In "New Designs for the Comprehensive High School. Volume II--Working Papers"; see CE 062 664.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Decision Making; *Educational Development; *Educational Objectives; *Educational Principles; Educational Quality; Educational Research; High Schools; Integrated Curriculum; *Outcomes of Education; Relevance (Education); Role of Education; School Role; *Student Educational Objectives; Vocational Education

Three ways to think about decision making in public high schools are to think about the types of decisions that are made, the approaches to the decision-making process, and the principles underlying decision making. The Design Group for New Designs for the Comprehensive High School refers to a set of principles as design specifications. They have proposed a set of eight design specifications that could guide future approaches to decision making in the comprehensive high school: (1) designs should be deeply rooted in a purpose that is aligned with the vision of the school; (2) decision making should begin at the site of learning, yet be decentered; (3) decisions should make things better for all, not just different for some; (4) decisions are the voice of staff, students, partners, and the broader community; (5) decision making should still be authoritative, not democratic--some decisions are better than others and authority is vested unequally; (6) decision making should have access to the rich resources of all the other partners; (7) decision making should be yes-based rather than no-based, assuming waivers or variances are already under local control or will be granted by the controlling element; and (8) decisions are transitional between traditional and progressive ways of acting. Issues raised include what the existence of a set of design specifications do for an organization and whether specifications can be defended in the global community. (Contains 32 references.) (YLB)

ED 352 515 CE 062 670

Karls, Doris K.; And Others
Learning Partnerships: Lessons from Research Literature and Current Practice in Secondary Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 58p.; In "New Designs for the Comprehensive High School. Volume II--Working Papers"; see CE 062 664.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Educational Change; *Educational Cooperation; Educational Development; Educational Research; High Schools; *Institutional Cooperation; Integrated Curriculum; Literature Reviews; Relevance (Education); Role of Education; *School Business Relationship; *School Community Relationship; School Organization; School Role; Secondary Education; Vocational Education
IDENTIFIERS- *Partnerships in Education

Educational partnerships, i.e., partnerships between high schools and businesses, are a promising way of working together that is both old and new. The following features characterize

Education (ABLE) National Literacy Act, volunteers, teacher certification, National Adult Literacy Survey); (2) creating a learning environment (learning styles, do's and don'ts, adult learning disabilities, recruitment and retention of adult students); (3) intake and assessment (testing and assessment in Pennsylvania ABLE programs, commonly used assessment evaluations, informal assessment, creating learning goals); (4) curriculum, materials, and methods (adult new readers, whole language, teaching mathematics to ABLE students, General Educational Development (GED) tests, English as a Second Language, curriculum resources, evaluating instructional materials, family literacy, workplace curriculum, nontraditional and teacher-made materials, distance education); (5) serving special populations (multiculturalism, cultural differences in Hispanic students, patient education settings, educating the incarcerated, the homeless); (6) supplemental activities (personal counseling, adult educators as counselors, career preparation, public relations, rural public relations, recognizing student achievement, alumni associations); and (7) professional support (staff development, AdvancE and ERIC, adult education graduate programs, professional associations). Appendices contain the following: adult educator's essential bookshelf; curriculum publishers; GED Testing Centers in Pennsylvania; glossaries of terms, agencies, organizations, and abbreviations; and staff of the Bureau of ABLE. (CML)

ED 352 533 CE 062 695

Preparing Health Care Workers for the Year 2000.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.
PUB DATE- 30 Jun 92
NOTE- 36p.; A product of the Training and Upgrading Fund.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Programs; Computer Literacy; *Education Work Relationship; *Health Personnel; Listening Skills; Literacy Education; Mathematics Skills; Mental Health; Mental Retardation; Nursing Homes; Speech Communication; *Unions; Writing Skills
IDENTIFIERS- 353 Project; *Workplace Literacy

Technological changes affecting the health care industry spurred the development and implementation of a curriculum to upgrade the skills of Philadelphia health care workers in written communication, mathematics, computer literacy, oral and listening communication, and issues surrounding their union employment in the health care field. The Training and Upgrading Fund sponsored by the National Union of Hospital and Health Care Employees and 38 employers decided to focus on mental health/retardation and nursing home workers. Approximately 25 workers participated; employers provided paid time and/or credit for attending. There was some difficulty with management clearly informing workers of the courses, so the union conducted recruitment and informational activities. (Course outlines are provided for written communication, oral and listening communication, computer literacy, mathematics, and workplace issues. Outlines include learning objectives, topics covered in each week of instruction, and, sometimes, references. Other appendices contain the following: results of the survey of health employers; copies of questionnaires; and results of a union membership survey.) (CML)

Blacks; *Black Students; *Career Planning; *Course Selection (Students); *Educational Status Comparison; Enrollment Influences; High Schools; *Hispanic Americans; Minority Group Influences; *Student Attitudes

A study compared the attitudes of minority and nonminority Texas high school agriscience students toward agriculture. A cluster sample of 1,399 agriscience students in Texas high school courses called "Introduction to World Agricultural Science and Technology" and "Applied Agricultural Science and Technology" participated in the ex post facto research design study. A mailed questionnaire that collected information on demographics, educational and career goals, and reasons for enrolling in the courses was returned by 95 percent of subjects. The data were analyzed with descriptive statistics, correlational statistics, and analysis of variance. Results included the following: (1) minority students were more likely than nonminority students to be taking agriscience courses for reasons they considered beyond their control, whereas white students tended to enroll because of agriculture, agricultural education, and career reasons; (2) minority students perceived more barriers to enrolling and had more negative attitudes toward agriculture and agricultural occupations than did white students; and (3) the greater a student's perceived chance of attending college, the more positive that student was in enrolling in agriscience for agricultural and career reasons, the fewer barriers to enrolling he or she perceived, and the more positive his or her attitude toward agricultural careers. (The document contains 15 references and a copy of the questionnaire.) (CML)

ED 352 552 CE 062 751

Tokarska, Barbara; And Others
Academic-Career Integration in Magnet High Schools: Assessing the Level of Implementation.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 73p.; For related documents, see ED 344 064 and ED 348 531.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Education; *Educational Administration; Educational Demand; Educational Supply; Free Choice Transfer Programs; High Schools; High School Students; *Integrated Curriculum; *Magnet Schools; Program Development; Program Implementation; Reading Achievement; *School Choice; School Restructuring; Urban Schools
IDENTIFIERS- *New York City Board of Education

An ongoing study examined implementation and student response to academic career magnet (ACM) programs in New York City high schools. The programs emphasize both college preparation and career education, demonstrating one approach to the current emphasis on integrating academic and vocational education. New York City offers a wide array of magnet programs (282 in 7 categories); however, only one-fourth to one-half of applicants receive their first choice of program. In 1988, one-half selected academic programs, one-tenth vocational, three-tenths academic career magnets, and one-tenth special education/bilingual. A telephone survey of 61 ACM administrators identified 6 program characteristics: (1) ACMs are isolated from the rest of the school; (2) they focus heavily on career preparation; (3) they use internships; (4) they have a graduate placement program; (5) faculty have

Program. (A Guide for School Counselors).
PUB DATE- 92
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Career Development; *Career Guidance; Counselor Role; Elementary School Students; *Elementary Secondary Education; Program Development; Program Evaluation; Program Implementation; *School Counseling; *School Counselors; Secondary School Students

This guide is meant to assist administrators and counselors in organizing as a team to plan, implement, and evaluate a career guidance program in their schools. The preface covers these topics: the purpose of the guide; the definition of Comprehensive Career Development Program; a glossary of terms; career development competencies; rationale; benefits; suggested time line; cooperative efforts in career guidance; and delivery system. Next, 13 steps are described for organizing, developing, implementing, and monitoring the program: (1) counselors meet; (2) organize steering committee; (3) assess present program; (4) develop a policy statement; (5) develop a statement of purpose; (6) prioritize competencies and student outcomes; (7) design the program; (8) determine staff development needs; (9) present plan for board approval; (10) organize advisory committee; (11) develop implementation calendar; (12) conduct evaluation; and (13) revise program. The appendices include information on the Carl D. Perkins Vocational Education Act; information on the role of the school counselor; a career guidance competencies survey; a time and task analysis log; a time distribution form for high school level; a student survey; a teacher survey; a community survey; a parent survey; a student competency form; a counselor calendar; and a comprehensive career development program assessment and planning activity checklist. (ABL)

ED 352 571 CG 024 676

Kuhns, Carole Logan; Marcus, Robert
Maternal Child-Rearing Practices and Children's Social Problem Solving Skills.
PUB DATE- Aug 92
NOTE- 9p.; Poster presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Rearing; *Interpersonal Competence; *Mothers; Parent Child Relationship; *Preschool Children; Preschool Education

Two distinct lines of inquiry have explored factors contributing to children's social competencies. One line of study has documented a relationship between children's social problem-solving skills and behavior in peer interactions. The second line of inquiry documents an association between child-rearing practices and children's social competence. The relationship of child-rearing practices and children's social problem solving skills has been investigated in only a few studies. This study examined the relationship among parenting practices and

NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Career Counseling; Client Characteristics (Human Services); *Counseling Services; *Counseling Techniques; *Counseling Theories; Developmental Programs; Economically Disadvantaged; Employment Counselors; *Females
IDENTIFIERS- Client Centered Counseling; Hawaii; Trait Factor Approach

This article outlines three different counseling approaches which counselors typically use to promote clients' career development. These include the trait-factor, client-centered, and the developmental approaches to career counseling. The trait-factor approach is described as having the overall goal to help clients accurately assess their own skills and interests in order that they might choose a compatible occupation or career. The client-centered approach is described as emphasizing the importance of dealing with clients' personal problems and concerns as they are viewed as the major obstacles to making meaningful and satisfying career choices. The developmental approach is described as one in which counselors usually provide both career guidance and personal counseling services in their work with clients depending on their developmental needs. It is noted that each model places a different level of emphasis on the amount of time and energy practitioners are encouraged to provide for career guidance versus personal counseling services with clients. The paper discusses Hawaii's Jobs Opportunities and Basic Skills (JOBS) Program, which integrated aspects of all three of these model's in such a way as to effectively promote the personal and career development of poor women living in Hawaii. The components of the program and the women it served are described. (ABL)

ED 352 591   CG 024 696

Leadership for Collaboration: A National Dialogue. (Washington, D.C., June 11-13, 1992).
PUB DATE- Oct 92
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Agency Cooperation; Community Cooperation; *Cooperation; Educational Cooperation; *Elementary Secondary Education; *Interdisciplinary Approach; *Leaders; *Leadership; Leadership Qualities; Leadership Responsibility; *Social Services

In June 1992 a meeting which was targeted at neighborhood, community, state, and national leaders working to bring education and human services together for children, youth, and families was held. The majority of the time participants engaged in dialogue with colleagues with the opportunity to think about leadership skills, analyze how leaders can create a collaborative culture, reflect upon their own experiences and explore strategies for bringing new leaders together to solve problems, confront the paradigms that leaders must break down to promote fundamental systems change, and to learn techniques and strategies to grapple with the complex leadership challenges to cooperation. This report is a summary of the meeting. The report is divided into three sections. The first section on leadership roles examines common themes about leadership in collaborative efforts. The second section focuses on qualities and skills of collaborative leaders and defines ownership of knowing was one of several interactive processes identified within the classroom of a constructivist teacher who was the subject of a qualitative study of student motivation. The study was initiated in a small academic community in a southern California school. As a participant-observer, the author of the study shared the thinking and experience of 31 students in a student-centered whole language fifth- and sixth-grade classroom. After analyzing the data, the participant-observer identified connections between self-expression, constructivism, and epistemological empowerment. The concept of epistemological empowerment is a dimension of students' motivation for literacy learning that may be present in social constructivist classrooms as the teacher shares the ownership of knowing. Those who are epistemologically empowered may become more engaged as literacy learners when they become aware of their own construction of meaning. (Nineteen references are attached.) (RS)

ED 352 611 CS 011 107

Raphael, Taffy E.; Brock, Cynthia H.
Mei: Learning the Literacy Culture in an Urban Elementary School.
PUB DATE- Dec 92
NOTE- 20p.; Paper presented at the Annual Meeting of the National Reading Conference (42nd, San Antonio, TX, December 2-5, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Elementary Education; *Reading Instruction; Reading Research; *Second Language Learning; Self Esteem; *Student Participation; Urban Education; *Whole Language Approach
IDENTIFIERS- *Literacy as a Social Process; Nonnative Speakers; School Culture

A case study described Mei, a second language learner from Vietnam, in terms of her participation in a literature-based reading instructional program, Book Club. The context of the case study was an urban neighborhood K-5 school in a large midwestern city district. Data were collected about Mei from third through fifth grades using reading logs, journal entries, audio- and video-tapes of Mei's Book Clubs, field notes, and interviews with Mei, her teachers, and her family. Three target Book Clubs representative of the entire data set were selected and analyzed. Results indicated that: (1) the amount of Mei's participation increased from a fifth of the overall contributions in her fourth grade four-member Book Club, to a third of the overall contributions in her five-member Book Club during the spring of fifth grade; (2) there was an increase in Mei's self-confidence, in terms of increased initiations of new topics and persistence in getting her topics discussed by her peers; and (3) changes in substantive features of Mei's discourse over time were shown in both the increased depth and level of her comments. Findings suggest that Book Club is a valuable social context for second language learners to experience meaningful and authentic opportunities to learn to use academic discourse to discuss texts. (One table of data is included, and 15 references are attached.) (RS)

ED 352 612 CS 011 108

O'Reilly, Robert P.; Caswell, Ruth
Working Memory and Reading Skill in High School Students.
PUB DATE- 5 Jan 92

DESCRIPTORS- Class Activities; Critical Thinking; Elementary Education; *Multicultural Education; Writing Assignments; *Writing Instruction; *Writing Strategies
IDENTIFIERS- *Outlines; *Story Frames

Popcorn story frames from a multicultural perspective are holistic outlines that in the reading/writing process facilitate comprehension for all cultures learning to read and write stories. Popcorn story frames are structured and modeled in a horizontal fashion just like popcorn pops in a horizontal fashion. The frames are designed for learners who tend to learn best when the teacher models the reading/writing process with organized/structured pictures. Critical thinking skills require the interaction and use of both vertical (the job of the left side of the brain) and horizontal (the job of the right side of the brain) types of learning. The integration of vertical with horizontal outline formats facilitates comprehension in the reading/writing process. (Various story frame models, examples of vertical and horizontal outline formats, several fables, and a list of 20 story frame resources are attached.) (RS)

ED 352 632 CS 011 130

Manzo, Anthony V.; And Others
Dialectical Thinking: A Generative Approach to Critical/Creative Thinking.
PUB DATE- Dec 92
NOTE- 25p.; Paper presented at the Annual Meeting of the National Reading Conference (42nd, San Antonio, TX, December 2-5, 1992).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Creative Thinking; Higher Education; Instructional Innovation; Learning Strategies; Secondary Education; *Teaching Methods; Teaching Models; *Thinking Skills
IDENTIFIERS- *Dialectical Reasoning; *Dialectical Thought; Socratic Method

Dialectical thinking has values for education that have been largely overlooked by researchers and educators. Dialectical thinking refers to the ability to view issues from multiple perspectives and to arrive at the most economical and reasonable reconciliation of seemingly contradictory information and postures. Dialectical thinking is a form of analytical reasoning that pursues knowledge and truth as long as there are questions and conflicts. One inhibition to its use is that it can easily be abused--most modern uses of the dialectical paradigm known as the "Socratic Method" essentially are abuses of dialectical thinking. In an explicit teaching model, students are taught, through direct example (and non-example), that seemingly opposing views of reality can be reconciled into a meaning more reasonable than either of the seemingly contradictory positions. Implicit teaching methods include the "ReQuest" procedure, which engages students in loosely structured instructional conversation that contains the salient elements of reciprocity; the "Question Only" procedure, in which students are instructed to question the teacher repeatedly in order to learn all they need to know about an object; and the "Refutation Text," a means of reorganizing printed material to enhance comprehension. Two curricular models that could further advance dialectical thinking are the REAP/AnX system (based on a reading-writing-study strategy called Read, Encode, Annotate, Ponder) and a citizen leadership institute in which students wrote four-paragraph essays

ED 352 651 CS 213 596

Ediger, Marlow
Writing and the Language Arts.
PUB DATE- 92
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Class Activities; Classroom Environment; *Educational Philosophy; Elementary Secondary Education; *Language Arts; *Writing Assignments; *Writing Instruction
IDENTIFIERS- Writing Development

Writing is a fundamental skill for students to develop. A learning environment should be in evidence which assists students to achieve more optimally in writing. Writing activities should be interesting, purposeful, meaningful, and provide for individual differences. Students need stimulating learning opportunities involving a variety of purposes or types of writing experiences. Diverse schools of thought in the teaching of writing include those which emphasize predetermined measurably stated objectives, decision making approaches, problem solving strategies, and subject centered approaches. (SR)

ED 352 652 CS 213 599

Longenbaugh, Betsy, Ed.
Shaping the Landscape: A Journal of Writing by Alaskan Teachers 1992.
PUB DATE- 92
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- *Creative Writing; Elementary Secondary Education; Personal Narratives; Poetry; Prose; Public School Teachers; Short Stories
IDENTIFIERS- *Alaska; *Teacher Writers

Intended to encourage Alaska teachers to write, to provide an honest sounding board for those submitting work, and to be a pleasure to read, this booklet presents a collection of 20 pieces of writing (short stories, poems, and life experiences) by Alaskan teachers. The pieces and their authors are as follows: "The First Haiku" (Dan Walker); "Baptism of the Bush" (Bambi Hill); "A Small Soft Sound" (R. D. Levno); "Fishing" (Dan Walker); "Middle Rip, Cook should encourage Alaskan teachers to write, it should provide an honest sounding board for those submitting work, and it should be a pleasure to read. The 20 pieces of writing contained in the booklet (short stories, poems, and life experiences) all by Alaskan teachers, are as follows: "The First Haiku" (Dan (Patrick S. Dixon); "Memories of the FV Beaver" (David Jaynes); "The Ghosts of Woodbury Hall" (Barbara Christian); "Gleanings" (Bambi Hill); "A Moment of Delight" (Douglas R. Capra); "Old Woman" (Frank Keim); "Mist Memories" (Sandra Fuller); "Just Like Home" (Patrick A. Stevens); "Outhouse with Unique Charm" (Ruth Bradford); "The Great Wheel" (Frank Keim); "Changes2" (Dennis Lenssen); "Logging Museum" (Sandra Fuller); "Famine" (Evelyn Willburn); ""Heaven" (Evelyn Willburn); "The Juneau Portfolio Process: A New Paradigm" (Mary Tonkovich and others); and "Kodiak Winter Rains" (David Jaynes). (SR)

DESCRIPTORS- Annotated Bibliographies; Educational Games; English Curriculum; Environmental Education; Ethics; Lesson Plans; *Literature Appreciation; Secondary Education; *Values; *Values Education

IDENTIFIERS- ERIC

Designed to tap the rich collection of instructional techniques in the ERIC database, this compilation of lesson plans focuses on teaching values using literature as an alternative to textbooks. The 41 lesson plans in this book cover: (1) setting up an English curriculum in values; (2) ways to help students find out about their values; (3) individual ethics and personal morals; (4) social ethics and political morality; and (5) environmental values. The book includes an activities chart which indicates the focus and types of activities (such as role play, poetry, games, group activities, and writing skills) found in the various lessons. A 155-item annotated bibliography contains references to research and additional resources. (RS)

ED 352 674 CS 213 640

Williams, James D.

Program Administration in the Face of Political Correctness.

PUB DATE- Mar 92

NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College English; *Educational Administration; *English Departments; Higher Education; Political Issues; *Politics of Education; *Program Administration; Teacher Student Relationship; *Writing Instruction

IDENTIFIERS- Educational Issues; Political Correctness; *Politically Correct Communication; *University of North Carolina

Administering a writing program has never been easy, and the issue of political correctness has added a new dimension to this difficult task. At the University of North Carolina (Chapel Hill), a controversy began when a cluster of statues, presented to the school by the graduating class, was attacked as being sexist and racist. According to the testimony of the writing program director, many composition teachers initially saw the situation as a good opportunity for writing assignments. Complaints from teachers arose, however, when student reaction was generally conservative; complaints from students arose when bad grades were given for papers unsympathetic to the politically correct view of the statues as prejudiced. Many instructors complained to the director that only a "fascist" would fail to support their vision of progressive, often radical politics. Informal research by the program director suggests that on many campuses, literature and writing courses reflect such radical pedagogies, often in striking ways, leading the director to sense a fundamental shift in the goals of liberal education in general and composition instruction in particular. Cultural pluralism as radical pedagogy presents a serious problem for administrators seeking instructional consistency, always a difficult goal for a program administrator. The growing intolerance of teachers for the views of their students should strike all program directors as disturbing, especially those who believe that the teaching of rhetoric is inseparable from democracy, which

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Early Childhood Education; Kindergarten; *Language Acquisition; *Literacy; Longitudinal Studies; *Parent Child Relationship; Parent Participation; Skill Development; *Speech Skills
IDENTIFIERS- *Conversation; *Emergent Literacy; Family Literacy; Massachusetts (Boston)

A study focused on types of talk between parents and children as predictors of development of skills such as narrating, explaining, and describing. The study investigated some measures of home language environment and their relationships with literacy outcomes. Eighty-four 3-year-old children from low income families in the Boston (Massachusetts) area were visited to gather information about the family's social and economic circumstances and their literary practices. The mothers were asked to read to and converse with the children during the visits, and, at the end of their kindergarten year, the children were given a battery of standardized tests of linguistic and cognitive skills and asked to perform a set of independent language tasks. Results indicated that a combination of home social and economic measures, general family conversation measures, and child language measures are the best predictors of formal definitions scores and story comprehension scores. However, results demonstrate the mother's impact in the information index (for bookreading) as a reflection of her ability to involve the child in the conversation. The presence of discourse talk in models predicting literacy outcomes suggests that families that engage in decontextualized talk, such as explanatory talk and narrative talk, expose their children to interesting and extended and sophisticated ways of expressing themselves. (Seven figures and seven tables of data are included.) (PRA)

ED 352 694 CS 508 026

Studdert-Kennedy, Michael, Ed.
Speech Research Status Report, January-June 1992.
PUB DATE- 92
NOTE- 303p.; For previous report, see ED 344 259.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- Articulation (Speech); Communication Research; Hebrew; Language Research; Metalinguistics; *Phonology; Primary Education; Psychomotor Skills; *Reading; *Second Languages; *Speech Communication; Written Language
IDENTIFIERS- Nonnative Speakers; Phonological Processing; Speaking Writing Relationship; *Speech Research

One of a series of semi-annual reports, this publication contains 23 articles which report the status and progress of studies on the nature of speech, instruments for its investigation, and practical applications. Articles are as follows: "Phonological and Articulatory Characteristics of Spoken Language" (Carol A. Fowler); "Characteristics of Speech as a Motor Control System" (Vincent L. Gracco); "Sensorimotor Mechanisms in Speech Motor Control" (Vincent L. Gracco); "Analysis of Speech Movements: Practical Considerations and Clinical Application" (Vincent L. Gracco); "Reiterant Speech as a Test of Nonnative Speakers' Mastery of the Timing of French" (Andrea G. Levitt); "Syllable-Internal Structure and the Sonority Hierarchy: Differential Evidence from Lexical Decision, Naming, and Reading" (Andrea

PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Change; *Educational Innovation; Elementary Secondary Education; National Surveys; Organizational Change; *Program Implementation; *School Restructuring; *State Norms

Findings of three studies that investigated the extent of school restructuring in American schools are presented in this paper. The data are combined from three different sources: (1) a national survey of 268 schools nominated for their successful restructuring programs; (2) a survey of 100 restructuring proposals submitted to a funding organization; and (3) a national random sample of 377 middle schools. Schools involved in restructuring tend to make changes in four general areas--student experience, teacher experience, school governance, and school-community collaboration. Taken together, the three studies indicate that the elements of school restructuring are not being widely adopted. In the first sample cited, schools made changes in teaching techniques, but few changed their governance structures or community relationships. In the middle-school study, less ability grouping and departmentalization tended to equalize academic achievement among social classes, though the average achievement level did not increase. Three tables are included. (LMI)

ED 352 715 EA 024 522

Ellis, Timothy J.; And Others
Community Visioning: Generating Support and Action for Community Education.
PUB DATE- Dec 92
NOTE- 14p.; Paper presented at the Annual Meeting of the National Community Education Association (27th, Detroit, MI, December 2-5, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Community Action; Community Development; *Community Education; *Community Planning; Community Support; *Educational Planning; Elementary Secondary Education; Models; *School Community Relationship

Ways in which community "visioning" can be used to generate support and action for community education are described in this paper. Six steps in the community visioning process are discussed: (1) preparing; (2) conducting a workshop; (3) obtaining community feedback; (4) action planning; (5) recruiting, implementing, and following up; and (6) evaluating and celebrating. The community visioning model presents an alternative to the traditional needs-based or deficit-planning process in the following ways: it is proactive, future-oriented; and it views the community educator as a facilitator. Two figures are included. (Contains 21 references.) (LMI)

ED 352 716 EA 024 523

Beavis, Allan K.
The Self-Managing School: A Matter of Being and of Becoming.
PUB DATE- 92
NOTE- 16p.; Paper presented at the Regional Conference of the Commonwealth Council for Educational Administration (7th, Hong Kong, August 17-21, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

environments; and (6) the shift to lifelong learning. (Contains 5 references.) (LMI)

ED 352 735 EA 024 549

Randall, Ruth E.
Educational Choice: New Roles for Board Members.
PUB DATE- 90
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Access to Education; *Board of Education Policy; *Board of Education Role; *Boards of Education; *Educational Policy; Elementary Secondary Education; Information Dissemination; Policy Formation; *School Choice

School board members' new leadership roles in planning and implementing school choice programs are described in this article, which draws on the experience of a former Minnesota Commissioner of Education. The first task of the board is to set high expectations in the district and to establish specific policies. Despite the extent of state-legislated criteria for program implementation, the local boards are responsible for deciding how to make programs work. Local boards must also provide consumer information to parents and students. Tips for what kinds of information to provide are suggested. The board also plays a funding role to cover open enrollment and information costs by lobbying for state funds. The board also has the responsibility to provide for diversity in the site-managed school; some options include creating magnet schools and area learning centers. (LMI)

ED 352 736 EA 024 550

Randall, Ruth E.
Putting Public School Choice into Perspective: A New Paradigm.
PUB DATE- 90
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; *Educational Change; Educational Innovation; Elementary Secondary Education; Equal Education; Incentives; Models; *Nontraditional Education; Program Development; *Public Schools; *School Choice

A new paradigm for putting school choice into perspective is offered in this paper, which argues that the administrative model of setting standards and increasing funding is not working for American schools. Choice, based on the market model, is advocated as a way to provide incentives and opportunities for change. Although choice programs take time and encounter problems, they offer the following advantages: (1) they offset the inherent inequalities of the private market place; (2) controlled choice plans maintain the racial balance of a district; and (3) choice challenges districts to improve. Public opinion, measured in polls taken in 1986 and 1987 in Minnesota, favored choice of public schools. A triad based on policy, consumer information, and learning environment is described. School choice is a promising new policy, in which Nebraska, Iowa, Arkansas, and Minnesota are leading the way. (LMI)

ED 352 737 EA 024 551

success and survival of African-American students. The paper looks at the politics of "poverty," the school and the "poverty" construct, and the power of negative expectations. Nontraditional identification, assessment, and instructional strategies are recommended. Educators are urged to deemphasize the family environment and low socioeconomic background of these students and instead provide caring environments, relevant curricula, and disciplinary measures that involve students. (Contains 34 references.) (DB)

ED 352 757 EC 301 687

Hayden, Mary J.; And Others
Waiting for Community Services: Support and Service Needs of Families with Adult Members Who Have MR/DD.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Nov 92
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Collected Works - Serials (022)
DESCRIPTORS- *Accessibility (for Disabled); Adults; Agencies; Attitudes; Change Strategies; Community Programs; *Delivery Systems; *Developmental Disabilities; *Family Problems; Mental Retardation; *Needs Assessment; Program Development; Qualitative Research; Respite Care; Services; *Social Services; Time; Transitional Programs
IDENTIFIERS- Family Needs; *Waiting Lists

This policy brief reports on a study of how families and agencies cope with growing waiting periods for community services for adults who have mental retardation or developmental disabilities (MR/DD). Preliminary information looks at reasons for long waits, characteristics of families waiting for services, and impact of adult members with MR/DD on families. A qualitative study, which utilized four focus groups, participant observation of several families, and semi-structured interviews of adults with MR/DD, is then reported. Results are presented in terms of: contributions of adult family members with MR/DD to their families; stressors experienced by adult family members and their families; needs of adults with MR/DD and their families while waiting for services; services currently available to meet needs; services and supports needed but not currently received; barriers to families receiving existing services; involving others in supporting adult members and their families; and support needs during the transition from living at home to living elsewhere. The report concludes that families should not be disadvantaged because they decide to have their adult family member remain at home and that the MR/DD delivery system needs to be looked at in its entirety. (Contains 33 references.) (DB)

ED 352 758 EC 301 688

Program Guidelines for Individuals Who Are Severely Orthopedically Impaired.
PUB DATE- 92
NOTE- 113p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

ED 352 777 EC 301 707

Giangreco, Michael F.; And Others
Choosing Options and Accommodations for Children: A Guide to Planning Inclusive Education.
PUB DATE- 93
NOTE- 189p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; *Family School Relationship; *Individualized Education Programs; Long Range Planning; *Mainstreaming; Parent Student Relationship; Program Development; Program Evaluation; Records (Forms); Regular and Special Education Relationship; Special Needs Students; Student Educational Objectives; *Student Evaluation; Teamwork

This guidebook to developing programs which include children with disabilities in general education classrooms offers a step-by-step process, specific instructions, scheduling helps, and master forms. An introduction (Section I) describes the COACH (Choosing Options and Accommodations for Children) approach identifying such assumptions as the family as the cornerstone of relevant and longitudinal educational planning and the importance of collaborative teamwork. The COACH process is described in section II including its relationship to Individualized Education Program development, appropriate students, time factors, the COACH facilitator role, and program evaluation. Section III provides detailed directions for using COACH including directions for completing the family prioritization interview, for defining the educational program components, and addressing the educational program components in inclusive settings. Five extensive appendices include the following: the scoring key and Valued Life Outcomes form, blank COACH forms, a self-monitoring and peer coaching guide, and complete examples of COACH forms for a kindergarten student with dual sensory impairments and a secondary student with a cognitive impairment. (Contains 82 references.) (DB)

ED 352 778 EC 301 708

Davis, Sharon
Report Card to the Nation on Inclusion in Education of Students with Mental Retardation.
PUB DATE- Oct 92
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Court Litigation; *Educational Trends; Elementary Secondary Education; *Equal Education; *Mainstreaming; *Mental Retardation; Resource Room Programs; Special Classes; Special Schools; State Programs; Statistical Data; *Student Placement; Trend Analysis
IDENTIFIERS- *Arc (Association for Retarded Citizens)

This paper presents a summary of the current status of efforts to include students with mental retardation in mainstream educational programs. It begins with a summary of a New Jersey federal court's ruling requiring more inclusive education and a discussion of the commitment of the Arc (formerly The four students learning to name the numerical value of sets of geometric figures, the corresponding numeral, and the corresponding number word; (3) teacher direct instruction time required was greater for the nonfuture conditions; and (4) the addition of instructive feedback in the consequent event resulted in more rapid acquisition of those behaviors when they were subsequently instructed. (JDD)

ED 352 796 EC 301 730

Akridge, Robert L.
Jobs Rally: Marketing a Community Development Project Using Peer Support Strategies.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 92
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adults; Career Development; *Community Action; Community Development; Community Programs; *Employment Opportunities; *Employment Programs; *Independent Living; Needs Assessment; Program Implementation; *Severe Disabilities; Youth
IDENTIFIERS- *Jobs Rallies; *Peer Support

"Jobs Rally" is a community event that can be coordinated by a human service program or institution to help communities become more responsive to the independent living and career development needs of people with severe disabilities. This manual outlines how to conduct a jobs rally. The manual begins with a very brief four-step community needs assessment, provides a rationale for community-level interventions, and then describes the Jobs Rally as one type of intervention. The basic approach of the Jobs Rally is to sponsor a community forum to bring together people with disabilities who are employed, people with disabilities who are not employed, and a sampling of service providers and advocates to: share information and support, strengthen the network of persons concerned about improving employment opportunities for people with disabilities, engage in mutual problem solving, and provide leadership for rallying a community response. Phase I of the rally is structured around a panel discussion of employed persons with disabilities and a moderator who maintains communication with the participating audience. Phase II utilizes small groups, facilitated by co-leaders consisting of one of the panel members and a service provider, to conduct self-assessment and community resources assessment, plan interventions, market the program, and evaluate the program. The manual provides a program agenda, panel discussion outline, list of items to include in resource packets, sample news releases, an employment survey form, and a check list for program implementation. (JDD)

ED 352 797 EC 301 731

Employer Service Strategies in Rehabilitation: New Approaches to Placement. Institute on Rehabilitation Issues. Report from the Study Group (18th, Memphis, Tennessee, October 1991).
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Oct 91

specialist, content area faculty, and students despite strong commitment to collaboration. Four salient issues are addressed, based on observations, formal evaluations, and followup interviews: (1) while no admissions requirements were specified, staff expected the program to be taken seriously and to see significant gains; students saw the course as an added opportunity; (2) lines of responsibility were not clearly defined; (3) there were serious discrepancies in the instructional objectives of the language and content specialists; and (4) course developers expected students to perceive course activities, especially field trips, more positively and with more interest. Lessons learned for future curriculum projects are summarized. (MSE)

ED 352 816 FL 020 799

The Condition of Bilingual Education in the Nation: A Report to the Congress and the President.
PUB DATE- 30 Jun 92
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *Bilingual Education; Bilingual Education Programs; Demography; Educational Assessment; Educational Objectives; Educational Research; Educational Strategies; Elementary Secondary Education; Federal Government; Federal Legislation; *Government Role; Higher Education; Identification; *Limited English Speaking; National Surveys; Public Agencies; *Public Policy; *Student Characteristics; Student Placement; Teacher Education; Teaching Methods
IDENTIFIERS- Bilingual Education Act 1968; *Office of Bilingual Educ Minority Lang Affairs

The federally-mandated report on the status of bilingual education in the United States: (1) reports on programmatic, research, and training activities administered by the Office of Bilingual Education and Minority Languages Affairs (OBEMLA) within the Department of Education; (2) describes the coordination of OBEMLA programs with other offices within the Department of Education and other federal agencies and programs; and (3) identifies and discusses key aspects of education programs for limited English proficient (LEP) students. The report begins with a brief overview of the legislative background of the Bilingual Education Act of 1968 and a discussion of how bilingual education relates to the six national educational goals identified by the President and governors. The second chapter addresses the identification, placement, and demographic characteristics of LEP students. Chapter 3 describes results of research on LEP instructional strategies, program evaluations, capacity building, and training of educational personnel. The fourth chapter focuses on OBEMLA's role in administering programs authorized by the legislation. The final chapter contains a policy analysis and recommendations for future federal involvement. (MSE)

ED 352 817 FL 020 808

Manitoba Task Force on Francophone Schools Governance. Report = Groupe de travail manitobain sur la gestion des ecoles franco-manitobaines. Le rapport.
PUB DATE- May 91
NOTE- 121p.; Separately published "Executive Summary" bound in and provided in both English and French.

Carolina as well as in other states and foreign countries. The curriculum is appended, as well as a project evaluation report, three seminar agendas, and an extensive set of project evaluation survey responses from seminar participants. (LB)

ED 352 836 FL 020 871

Odisho, Edward Y.
A Comparative Study of English and Spanish Vowel Systems: Theoretical and Practical Implications for Teaching Pronunciation.
PUB DATE- 92
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Auditory Perception; Classroom Techniques; Comparative Analysis; Contrastive Linguistics; *English; English (Second Language); Language Patterns; *Language Rhythm; *Pronunciation Instruction; Second Language Instruction; *Spanish; Spanish Speaking; Stress (Phonology); Syllables; *Vowels

A study examines two major types of vowel systems in languages, centripetal and centrifugal. English is associated with the centripetal system, in which vowel quality and quantity (rhythm) are heavily influenced by stress. In this system, vowels have a strong tendency to move toward the center of the vowel area. Spanish is associated with the centrifugal system, which has a syllable-timed rhythm. In Spanish, vowels are located near the periphery of the vowel area and resist any movement to the center. These diametrically opposed vowel systems are subject to dynamics that further differentiate them. However, analysis of these patterns in these two languages and in others suggests that the systems are not mutually exclusive but occur on a continuum from centripetal to centrifugal. It is argued that the constraints and dynamics operating in the different systems are often neglected in the teaching and learning of pronunciation. The findings have the following implications for classroom practice: (1) production of sounds should be preceded in instruction by training in sound perception and recognition; (2) dynamics of the sound system may need to be learned before phonological units are learned; and (3) pronunciation instruction should include visual and tactile elements along with aural stimuli. (Contains 25 references.) (MSE)

ED 352 837 FL 020 872

Sudermann, David P.
Instruction Time in the Beginning Languages at St. Olaf College: Report and Recommendations of the Ad Hoc Planning Group.
PUB DATE- Feb 87
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Faculty; Comparative Analysis; Course Content; Curriculum Development; Educational Objectives; *Faculty Workload; *Graduation Requirements; Higher Education; *Introductory Courses; Language Teachers; *Scheduling; *Staff Utilization; Student Characteristics; *Time Factors (Learning)
IDENTIFIERS- *Saint Olaf College MN

functionally illiterate in their native language, trust building, budgeting vocabulary and exercises, check writing, deposit slip practice, grocery shopping, job readiness, resume worksheet, interview tips, and classified ad abbreviations. (Contains 18 references.) (LB) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 352 856   FL 800 554

Stonehocker, C. E.; Cloe, Jean
The Classroom Goes to Work.
PUB DATE- 92
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adults; Basic Skills; *Employees; English (Second Language); *Limited English Speaking; *Literacy Education; Manufacturing; *Productivity
IDENTIFIERS- Utah; *Workplace Literacy

Through a partnership between Detroit Diesel Remanufacturing West, a business, the Asian Association of Utah, a community-based organization, and the Utah State Office of Education, this workplace literacy project taught literacy skills to 35 adults with limited English proficiency. The workers spoke Vietnamese, Lao, and Cambodian. The project used student contracts, bilingual assistants, and instructional staff from the Asian Association of Utah. Students received straight-time pay during the classes, which were held at the worksite. Instructors met regularly with supervisors. The curriculum was directly related to job requirements and included such topics as safety, vacation policies, and company-wide memos. Pre- and post-assessment of English oral and literacy skills were done with the Basic English Skills Test (BEST). The project improved the productivity of the workforce by providing the target population with improved adult literacy and other basic skills services. It upgraded and updated basic skills of adult workers in accordance with changes in workplace requirements, technology, products and processes, and by improving the competency of adult workers in speaking, listening, reasoning, and problem solving. In addition, the workers came to a better understanding of many social and cultural aspects of the workplace environment, which resulted in improved job performance and decreased social isolation. Class materials and student progress forms are appended. (Contains 10 references.) (LB) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 352 857   FL 800 555

O'Malley, Sharon
Video Tapestry: An Adult ESL Mini-Research Project.
PUB DATE- 5 Mar 92
NOTE- 16p.; Paper presented at the Annual Conference of the Teachers of English to Speakers of Other Languages (Vancouver, British Columbia, Canada, March 5, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Adult Literacy; Audiovisual Aids; Comparative Analysis; Educational Television; *English (Second Language); Language Research; Language Teachers;

institutions. The first of 12 chapters reports a series of quantitative findings from the research conducted in the second phase of the study. Chapter 2 is a collection of on-site qualitative observations at the 41 campuses in the original study. Chapter 3 explores the need to accurately assess facility conditions, and the value of using a financial planning model to ensure the continued health of facilities. Chapter 4 presents financial perspectives for the renewal and replacement of facilities at schools of theology. Chapter 5 applies the spiritual principle of stewardship to institutional resources. Chapter 6 reviews the critical role of trustees for leadership and expertise. Chapters 7 through 11 are case studies gathered from selected participating schools of theology providing examples of success stories resulting from the project as well as sound approaches to solving deferred maintenance problems. An epilogue defines the social significance of the project. Appendixes contain technical notes and a list of participants. Also included is a glossary and a 74-item bibliography. (JB)

ED 352 875 HE 026 069

Facilities Renewal at the Small College.
PUB DATE- 91
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Capital Outlay (for Fixed Assets); *Educational Facilities; *Educational Facilities Improvement; Educational Facilities Planning; Educational Finance; Facility Requirements; Higher Education; Long Range Planning; *Private Colleges; *School Maintenance; *Small Colleges
IDENTIFIERS- Colorado College; Deferred Maintenance; Facility Evaluation; Saint Marys University of San Antonio TX; Saint Olaf College MN; Swarthmore College PA; University of Scranton PA

This monograph on facilities renewal at small colleges offers six case studies illustrating how these small private colleges and universities managed and funded deferred maintenance. The case studies were all written by facilities directors from institutions that developed innovative strategic plans to revitalize their physical plants. The first of the six descriptions tells how the University of Scranton in Pennsylvania developed and implemented a 5-year facility maintenance and improvement program covering prevention measures, funding, and inspection and monitoring. The second case describes how Saint Olaf's College in Minnesota developed a large deferred maintenance problem and handled several million dollars of work that had to be done in a short time. The third study discusses how Swarthmore College in Pennsylvania used a project management firm to reduce maintenance backlogs. The next chapter explains how Saint Mary's University in Texas managed the renovation of a key campus building. The following paper details how incoming president of Colorado College, Gresham Riley, continued that school's tradition of comprehensive planning and facilities support. The final report discusses how to successfully develop and present a plan for facilities renewal to board members. A 42-item bibliography containing items from 1979 to 1991 is suggested a mixed picture of social control of faculty teaching role performance with respect to the welfare of the clients (students). Norms pertaining to the condition of knowledge in an academic subject matter were found to exist. However, little or no informal social control was found for teaching role performance which facilitates the learning of course content. A conclusion speculates that the graduate school socialization process may provide the explanation, as little systematic attention or concern is given to the development of pedagogic skills during the graduate training while knowledge, skills, attitudes and values of a given subject matter area are the key focus. (Contains 31 references.) (JB)

ED 352 894 HE 026 094

Jones, Laura Kingsbury; Hoenack, Stephen A.
A Model of the Career Development of Tenure Track Assistant Professors. ASHE Annual Meeting Paper.
PUB DATE- Sep 92
NOTE- 39p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Minneapolis, MN, October 28-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Rank (Professional); *Career Development; *College Faculty; Faculty Promotion; Faculty Publishing; Faculty Workload; Higher Education; *Models; Nontenured Faculty; Publish or Perish Issue; *Science Teachers; Sex Differences; Success; Teacher Evaluation; *Teaching Load; Tenured Faculty; Women Faculty
IDENTIFIERS- *ASHE Annual Meeting; *University of Minnesota
This study tested a model of career development for assistant professors in higher education which permits inferences about the relationships between scholarly characteristics acquired during the probationary period and the probability of achieving tenure. The probationary period is the time between hiring and evaluation for awarding tenure. The study used a sample of the appointment histories of 104 tenure track assistant professors in 13 departments of the University of Minnesota's Institute of Technology and College of Biological Sciences who were hired between 1972 and 1985. The information included data on teaching assignments, publications, citations (including those of coauthors), and previous employment histories. Results found that the model showed an overall prediction of 85 percent and had a highly significant goodness of fit. Citations, and not counted articles, were found to have statistically significant positive effects on promotion probability. The average number of courses taught during the probationary period and the proportion of total courses taught at the graduate level were positively correlated with promotion probability. Women were more likely to achieve tenure. (Includes appendixes containing information on data sources, 10 tables, and a 40-item bibliography). (JB)

ED 352 895 HE 026 095

Bailey, Theresa G.
Faculty Research Productivity. ASHE Annual Meeting Paper.
PUB DATE- 1 Nov 92
NOTE- 59p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Minneapolis, MN, October 28-November 1, 1992).

education, Tests of General Educational Development, estimates of levels of proficiency in basic skills, accredited institutions of postsecondary education, members of the executive and legislative branches, and senators and representatives in Congress. Names, addresses, and telephone numbers are listed. Chapter X contains socioeconomic indicators in the Mountain Plains states. Chapter XI discusses implications for adult and continuing education. There are 208 tables and 133 figures. Sources are listed for each state and in an appendix. (YLB)

ED 352 443 CE 061 811

Bolin, Rick, Ed.; Green, Lori, Ed.
Building a Quality Workforce: A National Priority for the 21st Century. Conference Proceedings (Milwaukee, Wisconsin, October 23-25, 1989).
PUB DATE- 89
NOTE- 279p.; Occasional pages of small print.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Literacy; Artificial Intelligence; Dislocated Workers; Economics; *Education Work Relationship; *Employment Patterns; Job Performance; *Job Training; *Labor Force Development; Labor Needs; Labor Supply; Literacy Education; Minority Groups; Multicultural Education; Older Adults; Organizational Effectiveness; Personnel Management; Postsecondary Education; *Productivity; Quality of Working Life; Retraining; *School Business Relationship; Secondary Education; Sex Fairness; Vocational Education

Selected titles from a conference on building a quality workforce are as follows: "Action Packed 'Practical Education Now'" (Walters); "Adjusting to Transitions" (Schall, Dluzak); "Adult Literacy" (Nichols); "Aging Workforce" (Stowell et al.); "Artificial Intelligence and Human Performance Technology" (Ruyle); "Basic Academic Skills Problem" (Jackson-Beeck); "Blue Collar Worker" (Menson); "Building an Ethical Framework for the Workplace" (Rickert); "Career Wellness in Human Resource Development" (Schwartz); "Case Education and Improvement Center" (Vandenberg et al.); "Child Care as a Vehicle for Building a Quality Workforce" (Herr et al.); "Cities in Schools" (Ward); "Creating a Multi-Competency Work Force for the Future" (Gerard); "Dual Career Couples" (Horrace); "ED-Net" (Calhoun); "Eldercare" (Schmall, Stiehl); "Entry-Level Worker Study" (Owens et al.); "Facilitating Partnerships to Address Workforce Issues" (Berger); "High-Technology Training Model" (Lee et al.); "Humanizing Work" (Baughman); "Immigrants" (Dicken, Blomberg); "Implementation Strategies for Employer-Supported Child Care Programs" (James); "Intercultural Training for the 21st Century" (Myers); "Meeting Workforce Needs for Child/Elder Care" (Meyer, Babin); "Minnesota Pluralism Council" (Franzen); "Construction Industry Productivity and Workforce Quality of Life" (Browning); "Older Worker 'Recycling'" (Hale); "Older Workers in a High-Tech Workplace" (Hay); "Opening Eyes, Opening Hearts" (Worthley); "Program Planning Meets Labor Market Reality" (Cazeno et al.); "Project AHEAD and Project Networking" (Kuhlman, Allen); "Project RESOURCES" (Yoseloff); "Project STAY" (Lyon); "Proven Curriculum and Methodology for Creating a Technologically Literate Workforce" (Agosta); "Urban Minorities as Natural Resource Professionals" (Hamilton et al.); "Providing Technical Training for Women and Minorities" (Evans, Gulker); "Public Works Academy" (Richardson); "Role of Education and Human Resource Information Systems in Curtailing that keep the door open for future options. Keys to a successful Future Options Education strategy are individualized assessment and the development of an individual Future Options Education Plan. Two case studies of Future Options Education in action and lessons from middle school career programs are included in the report. A list of 15 suggested resources is provided, and reports on projects in progress at the Center for Human Resources, Brandeis University, are included. (KC)

ED 352 461 CE 062 546

The Employment Effects of the North American Free Trade Agreement: Recommendations and Background Studies. Special Report No. 33.
PUB DATE- Oct 92
NOTE- 627p.
LANGUAGE- English
EDRS Price- MF03/PC26 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Contracts; Economics; *Employment Patterns; *Employment Projections; Federal Government; *Foreign Policy; Futures (of Society); International Relations; *International Trade; Marketing; *Migration Patterns; Public Policy; Supply and Demand; Trend Analysis; Vocational Education
IDENTIFIERS- Canada; Mexico; North American Free Trade Agreement

This publication presents results of a year-long research program initiated by the National Commission for Employment Policy to research and discuss the employment effects of the North American Free Trade Agreement (NAFTA). It contains the letter to the President in which the Commission endorses NAFTA because of its positive employment-creating effects and makes recommendations on worker adjustment assistance programs that address the adverse employment effects of NAFTA and on migrant and seasonal farmworker programs that address the short-term increases in Mexican immigration likely to result from NAFTA. Three commission-sponsored studies are appended. "A U.S.-Mexico-Canada Trade Agreement: Sectoral Employment Effects and Regional/Occupational Employment Realignments in the United States" (Robert Stern and others) reports a study to estimate changes in employment that will be required across sectors, occupations, and locations within the U.S. economy. Sectoral effects and employment changes are illustrated in 44 tables. "The Impact of the NAFTA on U.S. Regional and Sectoral Labor Markets" (DRI/McGraw-Hill) presents results of three simulation exercises designed to measure the potential impact of NAFTA on the U.S. economy and on employment levels within 9 U.S. geographical regions and 19 manufacturing and 6 nonmanufacturing industry sectors. Net impacts of gradual and nongradual scenarios are depicted in 94 tables. "NAFTA, Migration, and U.S. Labor Markets" (Philip Martin) reports an analysis of effects of NAFTA based on a qualitative assessment of three major factors responsible for Mexico to U.S. migration: demand-pull, supply-push, and network of friends and family. (YLB)

ED 352 462 CE 062 548

The Illinois Plan for Agricultural Education: An Implementation Guide for Secondary Programs.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- Jun 91
NOTE- 76p.

Evaluating Programs for Limited Resource Audiences" (Spiegel); "The Plight of Homeless Families" (Sterling); "Marketing Principles for Non-Profit Organizations Working with Limited Resource Audiences" (Gibbons, Carroll); "Managing Limited Human and Financial Resources" (McKinney et al.); "Neighborhood Family Center" (McLellan, Curlee); "Health Care with Limited Resources" (Anthony, Weber, Birkhoff); "Parenting Young Children: For the Professional Working with Families Who Have Limited Resources" (Arkin); "Volunteerism with a Family Focus" (Smith, Safrit); "Relieving the Stress of Single Parent Families" (Brush, Love); "Understanding Literacy" (Adams, Fischer); "Building Coalitions to Reach Audiences Who Have Limited Resources" (Clark); "Let's Talk Sense about Sex" (Kelbaugh); "Career Quest--Helping Youth Move into Their Future" (Siek); "Is There a Link between Diet and Behavior?" (Saddam); "Know Your Neighbor" (Yuen); "4-H Juvenile Diversion...Sentencing Youth to 4-H" (Shockey, Hyman); "Strategies in Working with Chemically Dependent Adolescents and Their Families" (Woeller); "Marketing Programs to Youth Who Have Limited Resources" (Gibbons, Carroll); "What's My Line?--Developing Self-Esteem among Youth Who Have Limited Resources" (Cripe); and "Meeting the Challenges of Youth Who Are Homeless" (Brown). (KC)

ED 352 480 CE 062 618

Wilson, Pamela, Ed.
Salaried and Professional Women: Relevant Statistics. Publication #92-3.
PUB DATE- Jul 92
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Adults; College Graduates; Compensation (Remuneration); *Employed Women; Employment; Employment Practices; Employment Statistics; Equal Opportunities (Jobs); Family Income; Higher Education; *Labor Force; Labor Utilization; Outcomes of Education; Professional Occupations; *Salaries; Salary Wage Differentials; *Sex Discrimination; Tables (Data); *Unions; *Wages

This document contains 29 statistical tables grouped into five sections: "General Statistics," "Occupations and Earnings," "Earnings of Selected Professional Occupations," "Women and Higher Education," and "Family Income and Composition." Among the tables are those that show the following: (1) 1991 annual average U.S. civilian work force by occupational group; (2) number of women in the labor force, 1870-1991; (3) labor force participation of women 20 years of age and over in selected years, 1955-1991; (4) 1991 annual averages of employed wage and salary workers by age, sex, and union affiliation; (5) 1991 annual averages of median weekly earnings of full-time wage and salary workers by age, sex, and union affiliation; (6) women as a percentage of union membership; (7) 1990 annual averages of civilian employed and unemployed workers by full- and part-time status; (8) unemployed persons by occupations and sex in 1990 and 1991; (9) women as a percentage of minimum wage workers; (10) median weekly earnings for men and women working full time, by industry, 1986-1991; (11) number and average starting salary offers made to inexperienced bachelor's degree candidates by curriculum and sex in July 1991; (13) median annual salaries of doctoral scientists and engineers by field in 1989; (14) "Even Women's Work Pays More If You Are a Man"; (14) college graduates by age and sex in 1991; and (15) median postsecondary schools and subsequent articulation agreements need to be encouraged throughout the state, and secondary schools should enhance the placement activities that are directly related to their vocational programs. There is also a need for schools to develop written plans to improve the quality of programs, to replace equipment in order to provide state-of-the-art training, and to identify labor market competencies for each vocational program. The assessment showed that teachers are following the state-recommended curriculum, that most counselors have policies for scope and sequence in courses with students, and that schools are using critical thinking and problem-solving skills in their vocational programs. (KC)

ED 352 498 CE 062 641

Veterans' Employment and Education. Hearing on S. 2515, Veterans' Employment and Training Act of 1992 and S. 2647, Veterans' Readjustment Benefits Improvement Act of 1992 before the Committee on Veterans' Affairs. United States Senate, One Hundred Second Congress, Second Session.
PUB DATE- 13 May 92
NOTE- 199p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Educational Needs; *Employment Programs; Federal Legislation; *Federal Programs; Hearings; *Job Training; Military Personnel; Postsecondary Education; Student Financial Aid; Training Allowances; Unemployment; *Veterans Education
IDENTIFIERS- Congress 102nd; Proposed Legislation

This document records the oral and written testimony of witnesses who testified concerning the Veterans' Employment and Training Act of 1992 and the Veterans' Readjustment Benefits Improvement Act of 1992. It also includes the texts of the bills. Witnesses included representatives of veterans' organizations, disabled veterans' groups, the U.S. Departments of Labor and Veterans' Affairs, a state department of labor, and rehabilitation service agencies. The witness from the Department of Veterans' Affairs cited the following reasons why the department did not support the pending legislation: it did not feel that the legislation would provide long-term help for veterans; previous similar legislation resulted in job training for jobs that did not exist; and it would increase coordination problems between the departments of Veterans' Affairs and Labor. Other witnesses supported the proposed legislation in order to address the problems of the many unemployed veterans and their training needs. (KC)

ED 352 499 CE 062 642

Model Indicators of Program Quality for Adult Education Programs.
PUB DATE- Jul 92
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accountability; *Adult Education; *Adult Programs; Educational Planning; *Evaluation Criteria; Performance Factors; *Predictor Variables; Program Effectiveness; *Program Evaluation; Quality Control; Specifications; *Standards; Success

collaborative partnerships: shared goals; mutual respect and trust; cooperative effort; shared power; contribution of varying talents, perspectives, and resources from each partner; and shared accountability. An historical perspective of partnerships in education can give some clues as to the barriers that might be experienced in movement to collaborative work and what might be learned from efforts that have been successfully implemented. One example of a barrier is that, during the last century, education has been conceptualized as a service delivery model rather than as a partnership. Movement to a partnership model of education requires a reorientation of educators, parents, administrators, and students away from a service delivery model. The success of apprenticeships, mentorships, and experiential learning opportunities in the past is renewing interest in replicating these methods in today's educational system. Five dimensions of paradigm shift in partnerships are as follows: movement away from activity-specific partnerships toward collaborative partnerships; movement toward social responsibility; strong interest in learner outcomes and learning processes; reconceptualization of education from a service delivery model to a partnership model; and bottom-up strategy for change. (Contains 85 references.) (YLB)

ED 352 516 CE 062 671

Lum, B. Jeannie; And Others
Learning Staff: Conditions, Guidelines, and Desired Characteristics in New Designs for the Comprehensive High School.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 32p.; In "New Designs for the Comprehensive High School. Volume II--Working Papers"; see CE 062 664.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Educational Change; Educational Development; Educational Research; Guidelines; High Schools; Integrated Curriculum; Literature Reviews; Relevance (Education); Role of Education; School Organization; School Role; *Staff Development; *Teacher Characteristics; *Teacher Qualifications; *Teacher Selection; Vocational Education

The New Designs for the Comprehensive High School project developed four preliminary design specifications for the following educational areas: learner outcomes, learner process, organization, and partnerships. The three principles apparent in project papers were the design-down process, collaboration, and integration; the modes of understanding in the papers represented the paradigm shift from positivistic to interpretive and critical ways of knowing. Design group members used these three principles and identifying characteristics of the paradigm shift to develop staffing design specifications in the four areas. These staffing specifications included the staff characteristics and the conditions under which these were appropriate for the types of high schools envisioned in the project. The necessary or sufficient conditions were suggested as guidelines and necessary qualifications to those conditions. The design group did not make recommendations pertaining to traditional, formal requirements such as number of college courses or certification. Rather, the recommended design specifications related to the qualifications of the staff in relationship to other aspects of the new design. These critical

ED 352 534 CE 062 696

Project: Drop In. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.
PUB DATE- 30 Jun 92
NOTE- 63p.; Handwritten materials may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Persistence; Adult Basic Education; Adult Reading Programs; *Dropout Prevention; Dropout Programs; *High Risk Students; *Individualized Education Programs; Intervention; *Literacy Education; *Potential Dropouts; Reading Instruction; *School Holding Power
IDENTIFIERS- 353 Project

A project developed and implemented a plan to retain those adult basic education students who are likely to be successful if they stay enrolled in the program but who are likely to drop out if program staff do not intervene. The plan involved use of an assessment instrument to identify these at-risk students, development of an individualized enrollment plan (IEP), and assignment of a case manager to address the retention issues with students so identified. The intake assessment form was developed and staff trained in its use. The 20 students identified as at risk worked with the case manager to develop their IEP, which included a specific retention/follow-up plan. Of the 20, 6 completed the General Educational Development program and test, 10 continued classes or tutoring, and 4 did not continue in the program. (The appendix contains the following: a case information form and checklist; an intake checklist; the format of the individual enrollment plan; teacher reactions to the case information form; a sample individual educational plan; a copy of the Barsch Learning Style Inventory; flowcharts for testing of writing, mathematics, and reading skills; a student record sheet; and two case studies. (CML)

ED 352 535 CE 062 697

Bratton, Esther
Ready, Set, Read. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.
PUB DATE- 92
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Curriculum Guides; Library Extension; Literacy Education; Oral Reading; *Parent Child Relationship; Parent Education; Parenting Skills; *Parent Workshops; Preschool Children; Preschool Education; *Reading Aloud to Others; *Reading Games; Reading Habits; Reading Readiness; *Story Reading; Story Telling
IDENTIFIERS- 353 Project; *Family Literacy

This document describes a project to develop and implement a curriculum to convince parents and caregivers of 3- and 4-year-olds how important it is for them to read to their children, to enhance their own reading skills, and to promote their confidence in instructing their children. The 16-page project experience in the career field; and (6) they strongly emphasize career counseling. Only a small fraction are able to place one-fifth of their graduates in jobs. Some programs (such as law, humanities, and medical) are less successful in integrating academic and career education than others (such as business, math, science, and engineering). Students with low reading achievement prefer programs with high placement rates and computer usage. Academic rather than career-oriented magnets are in high demand among students of all reading levels, far exceeding supply. In order for vocational and academic integration to occur in a set of new career-oriented academic programs, several conditions must be met: (1) school systems must be able to create magnet schools systemwide; (2) school systems must be able to create magnet schools that have a focus on the integration of vocational and academic work; (3) these vocational and academic magnets must be successfully implemented; and (4) students must be encouraged to choose schools based on their career interests. (The report includes 30 references and the questionnaire.) (CML)

ED 352 553 CE 062 752

Bragg, Debra D., Ed.
Alternative Approaches to Outcomes Assessment for Postsecondary Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 153p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Collected Works - General (020)
DESCRIPTORS- Accountability; *Educational Quality; Higher Education; Organizational Development; *Outcomes of Education; *Performance; Postsecondary Education; Program Effectiveness; *Program Evaluation; Program Implementation; Program Improvement; Quality Control; *School Effectiveness; Standards; Success; *Vocational Education
IDENTIFIERS- Concept Mapping; Total Quality Management; Value Added

This document describes six different approaches to outcomes assessments, approaches that are named in the titles of chapters 2 through 7. The chapters and authors are as follows: "Perspectives on Assessment Policy and Practice" (Bragg, Harmon); "Total Quality Management" (Bragg); "Assessing Student Success" (Harmon); "Value-Added Assessment" (Harmon); "Concept Mapping" (Grayson); "Outcomes Assessment in Vocational Education" (McCaslin); and "Performance Assessment" (Mabry). A "Conclusion" following chapter 7 offers the following implementation strategies: (1) ensure that a clear institutional mission provides a framework for outcomes assessment; (2) focus assessment on institutional improvement; (3) gain top institutional commitment; (4) scan the external environment; (5) use democratic methods to conceptualize outcomes for vocational education, actively involving a wide range of stakeholders; (6) make the goal of identifying and meeting individual student needs a top priority; (7) build an organizational structure that supports data-driven decision making, planning, and program improvement; (8) use multiple measures to develop comprehensive records of student performance; (9) conduct routine program audits; (10) ensure feedback loops; (11) design reward systems that support the use of outcomes assessment system for improvement; and (12) develop children's social problem solving skills. Twenty mothers and their preschool children participated. Maternal child-rearing practices were assessed by means of the Block Child-rearing Practice Report Q-sort. Children's social problems solving skills were measured by means of the Rubin Social Problem Solving Test. Significant correlations were found between maternal variables and the nature of strategies generated by the preschoolers. Children whose mothers expressed negative feelings about their child were more likely to utilize stop action goals, while children whose mothers were protective of them were more likely to choose attention seeking goals. (ABL)

ED 352 572 CG 024 677

Thompson, Ronald W.; And Others
Multiple Effects of Boys Town's Parent Training Program: Initial Results.
PUB DATE- Aug 92
NOTE- 11p.; Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Problems; *Child Rearing; Children; *Parent Child Relationship; *Parent Education; Parenting Skills; Program Effectiveness
IDENTIFIERS- *Boys Town Common Sense Parenting Program

Research over the past two decades has indicated that behavioral parent training is an effective intervention with parents and their children. Findings suggest that parent training is most effective with conduct problem children. In the current study data was collected from parents enrolled in the Boys Town Common Sense Parenting program to assess the degree of behavior problems reported in children as well as the short term and long term effects of the program. In addition parents were interviewed to assess acquisition of skills taught, relative effectiveness of training methods, and generalization of effects to the child's home. The parent group consisted of 28 females and 6 males. Parents received services including a family assessment, 8 weeks of skills training, and follow-up support. Results indicated significant pre- to posttest improvements in parent reported child behavior problems, attitudes toward their children, and problem solving skills. Gains were maintained at a 12-month follow-up. Qualitative data obtained from interviews suggested that parents acquired skills, and that they generalized to home settings. The long term goal is to develop the technology to replicate the program on a large scale basis. (ABL)

ED 352 573 CG 024 678

McInerney, D. M.
Sex Differences in Motivation of Aboriginal Students in School Settings.
PUB DATE- 90
NOTE- 16p.; Paper presented at the Annual Conference of the AARE (Sydney, Australia, November 27-December 2, 1990).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; High Schools; *High School

the qualities and skills that characterize collaborative leaders. The third section discusses challenges for collaborative leaders. It explores these seven challenges that face collaborative leaders: (1) governing community collaboratives; (2) defining roles for facilitators and staff in a collaborative; (3) deepening collaboration inside one's own organization; (4) building collective ownership and responsibility; (5) collaborating for systems change; (6) managing conflict in a collaborative setting; and (7) developing collaborative leaders. Additional sections address collaborative language and queries brought up at the meeting. The appendixes include the agenda and an article entitled "The KIVA--a Leadership Initiative and Technique" (L. N. Carol). (ABL)

ED 352 592 CG 024 697

Ooms, Theodora; And Others
Service Integration and Coordination at the Family/Client Level. Part Three: Is Case Management the Answer? Meeting Highlights and Background Briefing Report (Washington, D.C., April 24, 1992). Revised.
SPONS. AGENCY- Annie E. Casey Foundation, Greenwich, CT.; Consortium of Family Organizations.
PUB DATE- Dec 92
NOTE- 57p.; One of a series of monthly seminars conducted by the Family Impact Seminar.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Client Characteristics (Human Services); *Mental Health Programs; *Social Services; State Programs
IDENTIFIERS- *Case Management; *Integrated Services

A seminar was held on the topic of case management, how it is being used, and whether case management is the answer to providing effective family-centered integrated services. The first panelist was Marie Weil, associate dean and professor at the University of North Carolina's School of Social Work. She claimed people do not need case management unless they have multiple needs. The next three panelists then turned to case management as practiced in specific program areas, starting with welfare reform. Chris Thomas, director of the Institute for Family Self-Sufficiency, American Public Welfare Association, described case management services as used in the Job Opportunities and Basic Skills (JOBS) program. Gary Silverstein, research associate, from the Institute for Family Self-Sufficiency, American Public Welfare Association claimed the question is not whether welfare-to-work programs should be implemented but how they should be designed to be most effective. The next panelist was Jim Callahan, the acting dean of Brandeis University's Heller School and the director of Heller's Policy Center on Aging who claimed that case management has been oversold as a needed service for the elderly. The final panelist, Gary De Carolis, deputy commissioner and director of the Child, Adolescent, and Family Unit of the Vermont State Department of Mental Health and Mental Retardation, described the current state of affairs in children's mental health in this country. He also discussed therapeutic case management. The three sections take up the definition, goals, and functions of case management; case management with different populations; and emerging issues in case management. (Contains an annotated list of 7 organizations, 52 references, and 4 charts.) (ABL)

NOTE- 17p.; Paper presented at the Annual Meeting of the National Reading Conference (42nd, San Antonio, TX, December 2-5, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- High Schools; *High School Students; *Memory; *Reading Comprehension; Reading Processes; Reading Research; Regression (Statistics)
IDENTIFIERS- California Achievement Tests

Forty-three high school students (14 poor, 13 average, and 16 good readers) were given three different measures of memory capacity to determine if they differed in working memory, traditional memory span, and chunking capacity. Several experimental tasks followed to determine if differences in the memory factors were related to specific components of reading. These tasks included lexical decision, letter matching, reading rate, synonym match, speeded comprehension, and word recoding. Comprehension, IQ, spelling, mathematics word problems, and vocabulary scores were collected from school records. The three memory tasks, lexical decision, and synonym match discriminated significantly among the groups, with general ability controlled. Regression analyses suggested each memory variable was explained by a different constellation of the other reading factors. Findings suggest that the relationship between working memory and reading comprehension is not isolable from the type and amount of information encoded during its measurement. (One table of data is included.) (Author/RS)

ED 352 613 CS 011 109

Meece, Nell Shelton
A Case Study of the Environment of Reading Recovery within a Selected School Setting.
PUB DATE- 92
NOTE- 203p.; M.A. Thesis, Otterbein College.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Case Studies; *Classroom Environment; Early Intervention; Grade 1; *Instructional Effectiveness; Primary Education; *Reading Achievement; Reading Research; *Remedial Reading; Student Attitudes; Teacher Attitudes; Teacher Behavior
IDENTIFIERS- Columbus Public Schools OH; *Reading Recovery Projects

A case study gathered information about the environment of Reading Recovery, a one-on-one tutorial approach to helping first-graders who have problems learning to read, in an elementary school in an upper middle class suburb of Columbus, Ohio. Interviews were conducted with the five Reading Recovery students, their Reading Recovery teacher, mothers of the five students, the school principal, other teachers, and a Reading Recovery teacher trainer. Data also included observations and recorded descriptions. Results indicated that: (1) a picture of Reading Recovery emerged that reflected much of what has been written about it; (2) processes such as child-centeredness, the teaching of strategies, and home-school relationships were supportive of the program; (3) many principles of good teaching were observed in the Reading Recovery classroom; (4) the program, while following a master plan, is nevertheless unique; (5) the use of trade books and writing in both the Reading Recovery and the regular classroom provided congruence with regular classroom activities; (6) all students made progress, and four of the five students were discontinued from the

demonstrating the use of dialectical thinking for particular issues. In addition, the annotations gathered from the REAP system can be made available to a wider audience, stimulating a dialectic of creativity as the volume of responders increases. Dialectical thinking also has implications for teacher education and how research might best be conducted. (A figure critiquing a study of dialectical thinking and a figure presenting REAP annotation types are included; 31 references are attached.) (RS)

ED 352 633   CS 011 131

Elster, Charles A.; Moje, Elizabeth B.
Literacy and Diversity: Do We Need Dichotomies or Not?
PUB DATE- Dec 92
NOTE- 16p.; Paper presented at the Annual Meeting of the National Reading Conference (42nd, San Antonio, TX, December 2-5, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Differences; Ethnography; *Literacy; Perspective Taking; Teacher Student Relationship; Theory Practice Relationship
IDENTIFIERS- Academic Discourse; *Dichotomies; *Educational Issues

Theorists, researchers, and practitioners need to develop a better awareness of the oppressive nature of dichotomies in literacy research and practice and work to use dichotomies profitably by moving beyond them. Dichotomies can be convenient generalizations which make communication possible, but they run the risk of creating warring camps of opponents who berate each other in different languages. Dichotomous depictions of literacy, language, and culture are popular and well institutionalized; however, the use of such dichotomies fosters a limited view of "reality," leads to repression of individual and community expression and needs, promotes cultural bias, creates exclusive discourse that stifles dialogue, and prohibits critical analysis. Three possibilities for transforming dichotomies exist: mitigate the opposition created by dichotomies using a continuum model; emphasize pluralism in the place of dichotomies; and reformulate the problem. One method of promoting dialogue from multiple perspectives involves using ethnography as a teaching and learning tool. Another method of working profitably with dichotomies is that of using dialectical processes of "methodological doubt" and "methodological belief." Literacy educators need to construct new visions of literacy teaching and learning, ones that value multiple perspectives and approaches. (Forty-two references are attached.) (RS)

ED 352 634   CS 011 132

Sheveland, Dawn E.
Development of Sheveland Vividness of Imagery Questionnaire in Grades 3-6.
PUB DATE- Dec 92
NOTE- 16p.; Paper presented at the Annual Meeting of the National Reading Conference (42nd, San Antonio, TX, December 2-5, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; Elementary School Students;

ED 352 653 CS 213 601

Langford, Thomas A.
"Touched with Hallowed Fire"--Milton's Early Poetry: The Confirmation of a Teacher.
PUB DATE- Mar 92
NOTE- 14p.; Paper presented at the Annual Meeting of the College English Association (23rd, Pittsburgh, PA, March 27-29, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Didacticism; English Literature; *Figurative Language; Higher Education; Literary Criticism; *Poetry; *Poets; *Religious Factors; *Teacher Role
IDENTIFIERS- *Milton (John)

It is general knowledge that John Milton, when he came to Cambridge, chose not to proceed into the official ministry of the church, but to dedicate his life instead to the calling of literature. If, indeed, Milton rejected the official ministry of the church, after completing the education leading to it, choosing to teach through poetry rather than through sermon, it should be possible to find in his work not only exquisite verse, but elements of his doctrine as well. His readers are his church, and whether or not his teaching is accepted, his "pupils" are entranced by the music of his poetry. Milton's poetry as well as his prose all contribute to his underlying purpose to be a "herald of heavenly truth from God to man," and readers are affected by both the message and the song. Analysis of three poems from Milton's early period, the "Ode on Christ's Nativity," "Comus," and "Lycidas," demonstrate Milton's teacherly vocation, developing first in his intent to take priestly orders, through his revulsion from that goal, to his final decision that he could best employ his talent for teaching through poetry rather than pulpit. If the later great poems reveal him at work in this vocation, these earlier works reflect the development and confirmation of his intent. (PRA)

ED 352 654 CS 213 611

Farrar, Bernice Lever
The Colour of Words.
PUB DATE- 24 Apr 91
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Basic Writing; *Class Activities; College English; *Community Colleges; *English Instruction; Foreign Countries; *Grammar; *Instructional Effectiveness; Secondary Education; Sentence Structure; Teaching Methods; Two Year Colleges; Writing Skills
IDENTIFIERS- *Basic Writers

Students from the ages of 13 or 14 onward need to know the "colours of words" which can let them live fully in the rainbow of life, thus eliminating student fears associated with written language and of being pawns of those who have the power of words, especially written words. Colour coding the eight basic types of work that words can do in a sentence is an easy, fun way for students to learn English grammar. First, students should work on identifying nouns, marking them in red. Purple assumes that students may define themselves without instructor imposition. (HB)

ED 352 675 CS 213 641

Kamberelis, George; Greene, Judy
The Roles of Particular Cultural Exemplars and Abstract Cultural Schemata in the Acquisition and Use of Genre Knowledge.
PUB DATE- 3 Dec 92
NOTE- 20p.; Paper presented at the Annual Meeting of the National Reading Conference (42nd, San Antonio, TX, December 2-5, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Classroom Research; *Cultural Influences; Elementary School Students; Literary Genres; Primary Education; Rhetoric; *Schemata (Cognition); *Text Structure; Writing (Composition); Writing Research
IDENTIFIERS- *Childrens Writing; Emergent Literacy; Knowledge Acquisition; *Rhetorical Effectiveness; Text Factors

A study investigated the roles of particular cultural exemplars and more abstract cultural schemata in the acquisition of genre knowledge. Subjects, 16 kindergarten children, 20 first-grade children, and 18 second-grade children from one intact classroom at each grade level, were interviewed about their knowledge of various textual and structural aspects of three school-based genres (stories, poems, and science reports), produced written texts designed to instantiate these three genres, and were asked a series of questions about their texts. While results indicated strong evidence for a U-shaped relationship between prototypicality and exemplar-based versus schema-based texts and between overall rhetorical effectiveness and exemplar- versus schema-based texts, it yielded only partial evidence that the U-shaped patterns were systematically related to children's grade level. Findings suggest that: most prototypic texts and the most rhetorically effective texts were largely informed either by particular cultural exemplars or abstract schematic cultural knowledge about narrative, poetic, and expository texts; and the texts that were the least prototypic and least rhetorically effective were often informed by a combination of exemplar-based and schema-based knowledge and discourse strategies. (Two figures and one table of data are included; 18 references are attached.) (RS)

ED 352 676 CS 213 643

Bush, Harold K., Jr.
Poetry and the Teaching of Figurative Language Skills.
PUB DATE- 93
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; English Curriculum; *Figurative Language; Language Arts; Language Research; *Language Skills; *Poetry; Student Needs; Writing Instruction
IDENTIFIERS- Reading Uses

Many teachers note the importance of student ability to analyze and understand intricate uses of figurative language in reading. Research in recent years has focused on the prevalence of figures of speech in textbooks and other reading, suggesting

Levitt and others); "Effects of Phonological and Phonetic Factors on Cross-Language Perception" (Catherine T. Best and Winifred Strange); "Plausibility, Parsimony, and Theories of Speech" (Alvin M. Liberman); "The Relation of Speech to Reading and Writing" (Alvin M. Liberman); "Linguistic Awareness and Orthographic Form" (Ignatius G. Mattingly); "The Effects of Aging and First Grade School on the Development of Phonological Awareness" (Shlomo Bentin and others); "Bi-Alphabetism and the Design of a Reading Mechanism" (Laurie Beth Feldman); "Morphological Analysis of Disrupted Morphemes: Evidence from Hebrew" (Laurie Beth Feldman and Shlomo Bentin); "Phonetic Recoding of Print and Its Effect on the Detection of Concurrent Speech in Amplitude Modulated Noise" (Ram Frost); "Processing Phonological and Semantic Ambiguity: Evidence from Semantic Priming at Different SOAs" (Ram Frost and Shlomo Bentin); "Attention Mechanisms Mediate the Syntactic Priming Effect in Auditory Identification" (Avital Deutsch and Shlomo Bentin); "Starting on the Right Foot: A Review of Marilyn Jager Adams' 'Beginning to Read: Thinking and Learning about Print'" (Donald Shankweiler); "Null Subject vs. Null Object: Some Evidence from the Acquisition of Chinese and English" (Qi Wang and others); "Amplitude as a Cue to Word-Initial Consonant Length: Pattani Malay" (Arthur S. Abramson); "Tone Splits and Voicing Shifts in Thai: Phonetic Plausibility" (Arthur S. Abramson and Donna M. Erickson); "A Constraint on the Expressive Timing of a Melodic Gesture: Evidence from Performance and Aesthetic Judgment" (Bruno H. Repp); "A Review of Carol L. Krumhansl's 'Cognitive Foundations of Musical Pitch'" (Bruno H. Repp); and "Toward an Emancipation of the 'Weaker Sense'" (Bruno H. Repp). (RS)

ED 352 695 CS 508 027

Gupta, Abha
Role of Imitation in Language Assessment Tests.
PUB DATE- 92
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Child Language; Deafness; Grammar; *Imitation; Language Research; Language Skills; *Language Tests; *Language Usage; Primary Education; *Test Use
IDENTIFIERS- Grammatical Analysis of Elicited Language

A study investigated whether imitation plays a significant role in the acquisition of grammar. Three 6- to 8-year-old hearing-impaired children were administered the Grammatical Analysis of Elicited Language--Simple Sentence Level Test (GAEL), which is designed to evaluate hearing-impaired children's use of grammatical aspects of spoken and/or signed English. Subjects' verbal responses to the "imitated" component (in which subjects were asked to say just what the tester said) of the GAEL were transcribed and analyzed. Results indicated that imitated speech is neither longer nor grammatically more advanced than non-imitated, spontaneous speech. Findings suggest that the children produced "unique" language structures to assimilate the adult form in their language without abandoning their own system of language. (Two tables of data are included.) (RS)

ED 352 696 CS 508 032

Canady, Theresa Suzanne
The Necessity of Using Language in Order To Develop Thinking Skills among Stage Lighting and Scenic Design Students.
PUB DATE- 8 Feb 93

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Governance; *Institutional Autonomy; *Organizational Change; Organizational Climate; Private Schools; *School Based Management; School District Autonomy; Self Determination; *Systems Approach
IDENTIFIERS- *Australia

This paper explores possibilities within a paradigm that is an alternative to the reductionist, mechanistic paradigm of school-based management. The use of a "sporting team" concept (from a dynamic, holistic paradigm) rather than a "ship's crew" model (from a reductionist approach) is advocated. Using research on the governance of independent Australian schools, a prima facie case is developed to show that schools do not become self-managing, autonomous entities merely by the appointment of school councils. When viewed from a dynamic systems paradigm, schools are seen to be by nature self-managing and autonomous. The appointment of a school council enables a school to become self-managing at a qualitatively different, second-order level of functioning. The self-referential processes of a school, such as the stabilizing structures of expectations, are explored to help administrators and decision makers participate in those processes with understanding. (Contains 24 references.) (LMI)

ED 352 717 EA 024 524

Sharpe, F. G.
Three Generations of Educational Administration.
PUB DATE- Jul 92
NOTE- 19p.; W. G. Walker Oration presented at the Annual Meeting of the Australian Council for Educational Administration (Darwin, Northern Territory, Australia, July 5-8, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Education; *Administrator Role; *Educational Administration; *Educational Change; *Educational Environment; Elementary Secondary Education; Foreign Countries; Leadership; Management Development; Organizational Climate; School Administration; *School Organization
IDENTIFIERS- *Australia

This paper compares two Australian educational administration texts published in 1963 to reflect critically on the radical changes that have occurred in educational administration in Australia since then. The books are "Headmasters for Better Schools," by Bassett, Crane, and Walker; and "Training the Administrator," by Cunningham and Radford. The 1989 text, "Creating an Excellent School," by Beare, Caldwell, and Millikan, is cited as an example of current educational administration thought. The years since 1963 have witnessed a dramatic growth in the serious study of educational administration and changes in the context and nature of administrator preparation programs. The three books share a focus on the principal's leadership role, organizational climate, and community involvement, though current literature is richer and more complex. Speculation on the nature of education in the year 2022, yields a prediction that the following themes of the three texts will continue: (1) education is essentially a human enterprise; (2) real education depends on the teacher-learner relationship; (3) parents will wish to retain their partnership role; (4) the need for

Thomas, Stephen B., Ed.
The Yearbook of Education Law, 1992.
PUB DATE- 92
NOTE- 258p.; For 1991 yearbook, see ED 340 116.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Legal/Legislative/Regulatory Materials (090),Reports - Research/Technical (143)
DESCRIPTORS- Athletics; Collective Bargaining; *Court Litigation; Disabilities; Educational Finance; Elementary Secondary Education; Federal Courts; Higher Education; *Legal Problems; *Legal Responsibility; Private Schools; Public Schools; *School Law; School Personnel; State Courts; Student Rights; Student School Relationship; Torts; Yearbooks
IDENTIFIERS- Legal Research; Supreme Court

Judicial decisions affecting educational policy and management that were handed down in 1991 by state and federal courts are summarized and analyzed in this book. The analyses are divided into eight topical chapters: (1) "Employees" (Ralph D. Mawdsley); (2) "Bargaining" (Charles J. Russo); (3) "Pupils" (Henry S. Lufler, Jr.); (4) "Individuals with Disabilities" (Allan G. Osborne, Jr.); (5) "Torts" (William J. Evans, Jr.); (6) "Sports" (Linda A. Sharp); (7) "Finance" (Bettye MacPhail-Wilcox and Patricia Anthony); and (8) "Higher Education" (Robert M. Hendrickson). (MLF)

ED 352 738 EA 024 553

Van Meter, Eddy J.
Restructuring a State Education Agency: The Kentucky Experience. Policy Issues.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 92
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrative Change; *Administrative Organization; Elementary Secondary Education; *Organizational Change; School Administration; State Action; State Agencies; *State Departments of Education; *Statewide Planning
IDENTIFIERS- *Kentucky; *Kentucky Education Reform Act 1990

Under requirements of the Kentucky Education Reform Act (KERA) of 1990, the state was forced to redesign its department of education. This document describes the process by which a new department of education was created. After the introduction and executive summary, sections provide information on the following activities: the legal action leading to KERA, the passage of KERA, employing the Commissioner of Education, the transition period, confronting the state merit system for employment, organizing the restructured department, and staffing the new department. The new department of education follows a centralized, bureaucratic structure and has three deputy commissioners of three service areas: management support; learning results; and learning support. New staff, most from out of state, filled the newly created top-level positions. An implication of restructuring for state policymakers is that no one type of organizational structure is best for state agencies with diverse functions. The dilemma in hiring new staff for a restructured department is that quick change is offset by a temporary decline in effectiveness. Clearly defined goals and criteria for evaluation are necessary

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accessibility (for Disabled); Administrator Role; *Educational Methods; Elementary Secondary Education; Individualized Education Programs; Mainstreaming; *Physical Disabilities; *Program Development; *Program Evaluation; *Pupil Personnel Services; Regular and Special Education Relationship; Special Education Teachers; *State Standards; Student Educational Objectives; Student Placement; Teacher Role
IDENTIFIERS- *California

These guidelines are intended to provide a resource to use in assessing, planning, providing, evaluating, and improving the quality of programs for California pupils with severe orthopedic impairments. The first three chapters present characteristic elements of a well-designed program in the areas of: (1) identification and assessment, (2) the Individualized Education Program, and (3) unique program needs. Chapter 4 emphasizes that decisions for placing pupils with severe orthopedic impairments in an educational program should be based on the educational needs of pupils rather than on their handicapping condition. The supporting role of the special education teacher is stressed. Chapter 5 specifies staff competencies of the site administrator, special education staff, related services staff, and support service staff. Chapter 6 examines other special considerations such as monitoring medications, implementing emergency procedures, coordinating services among agencies, and making facilities accessible. Seven appendixes include program evaluation guidelines, forms related to least restrictive environment requirements, examples for modifying regular education programs, selected legal requirements, procedures and guidelines for health care, resources for technical assistance, and a directive to special educators concerning intelligence testingn of black pupils. A glossary completes the guide. (DB)

ED 352 759 EC 301 689

Ensign, Arselia, Ed.
Ease Your Living, #1. Getting Ready for the Day and Getting Out of the House.
SPONS. AGENCY- Department of Education, Washington, DC.; Michigan State Board of Education, Lansing.
PUB DATE- Sep 92
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Collected Works - Serials (022)
DESCRIPTORS- Adults; *Assistive Devices (for Disabled); Cerebral Palsy; *Daily Living Skills; Independent Living; *Physical Disabilities; *Self Care Skills

This brochure provides individuals with cerebral palsy or other physical disabilities with 24 specific tips for getting ready for the day and 14 tips for getting out of the house. Tips address organizing for the day, getting out of bed, getting out of the bathtub, dressing procedures and aids, obtaining easy-to-use clothes, tying shoelaces, organizing the car, washing the car, and managing a wheelchair. A variety of commercially available aids are illustrated, including elastic shoelaces, magnifying tweezers, long-handled bath sponges, a folding dressing stick, and a doorknob alarm. (DB)

ED 352 760 EC 301 690

Association for Retarded Citizens of the United States) to greater inclusion. The benefits of inclusive education for students with and without disabilities are briefly reviewed. Summary data (for 1989-90) are then given on placements nationally in eight different instructional arrangements. The next sections provide national and individual state data on the extent to which children with mental retardation are being educated in the following instructional settings: regular classes, resource rooms, separate classrooms, and separate schools. A summary points out that only 6.7 percent of children with mental retardation are being educated in regular classrooms and that children with mental retardation are much more likely than children with other disabilities to be in segregated settings. Ranking of states by a weighted formula finds most states place fewer than 10 percent of children with mental retardation in regular classes. The paper ends with a call to action for policymakers and administrators in the federal, state, and local governments as well as Arc chapter members. An appendix provides a table of state data. (DB)

ED 352 779 EC 301 709

Lokerson, Jean
Learning Disabilities. ERIC Digest #E516.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Definitions; Delivery Systems; Educational Methods; *Educational Needs; Education Work Relationship; Elementary Secondary Education; *Handicap Identification; *Learning Disabilities; Special Needs Students; *Student Characteristics; Transitional Programs
IDENTIFIERS- ERIC Digests

This digest presents summary information on the characteristics and needs of children with learning disabilities (LD). The federal definition of learning disabilities is given and the existences of differences at the state level noted. Next viewpoints on various issues are briefly considered including the special educational needs of students with LD characteristics and low average intelligence, high intelligence, or from different linguistic, cultural, social, or economic backgrounds. The last section considers principles of education for this population including provision of a continuum of program models, transition to the world of work and adulthood, and the need for individualized instructional strategies. Addresses for six organizational resources are also provided. (DB)

ED 352 780 EC 301 710

Lokerson, Jean
Learning Disabilities: Glossary of Some Important Terms. ERIC Digest #E517.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - Proceedings (021)
DESCRIPTORS- Adults; Agency Cooperation; *Cooperative Programs; *Delivery Systems; *Disabilities; Employers; *Employment Opportunities; Employment Programs; *Employment Services; Models; Networks; Rehabilitation Programs; *Vocational Rehabilitation

This resource/training document addresses innovative employment strategies for individuals with disabilities and their implications for rehabilitation, and provides information on model programs to assist state rehabilitation agencies, employers, and potential employers to identify effective strategies and networks to develop cooperative programs for placing persons who are disabled in gainful employment. The document is designed to illustrate the benefits of collaboration and networking in the areas of employment services and increased quality employment opportunities for persons with disabilities. The document begins with a history of the evolution of employment services in rehabilitation. It then reviews challenges facing rehabilitation agencies and discusses approaches to the delivery of employment services. Strategies in employer services are described, such as disability awareness, employment options, marketing outreach, accommodations, disability management, career development, accessibility, safety, and follow up. A final chapter outlines use of the document, and appendixes list study group members. (Contains approximately 40 references.) (JDD)

ED 352 798 EC 301 732

Augmentative and Alternative Communication Intervention. National Institute on Disability and Research. Consensus Statement.
PUB DATE- 92
NOTE- 33p.; Prepared by a non-federal 10-member panel based on a Consensus Validation Conference held on this topic March 23-26, 1992.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Collected Works - Serials (022)
DESCRIPTORS- Assistive Devices (for Disabled); *Communication Aids (for Disabled); *Communication Disorders; *Equipment Utilization; Expressive Language; Financial Support; Interpersonal Communication; Interpersonal Relationship; Intervention; *Outcomes of Treatment; Receptive Language; Rehabilitation; Research Needs
IDENTIFIERS- *Augmentative Alternative Communication

The Consensus Validation Conference on Augmentative and Alternative Communication Intervention brought together researchers, educators, parents, clinicians, and persons who use Augmentative and Alternative Communication (AAC) systems to arrive at consensus on best practices and benefits of AAC. Questions addressed include: definition of AAC and specification of who can benefit from its use; the nature, scope, and essential components of AAC intervention; relationships that should exist among people with significant communication disabilities and their families; professionals and funding sources to achieve effective outcomes; expected consumer and societal outcomes and benefits; relationship of

LANGUAGE- English; French
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Administrative Organization; Educational Finance; Elementary Secondary Education; Eligibility; Enrollment; Financial Support; Foreign Countries; *French; *French Canadians; *Governance; Human Resources; Immersion Programs; *Language of Instruction; Program Implementation; Public Policy; Student Characteristics
IDENTIFIERS- *Francophone Education (Canada); *French Speaking; *Manitoba; Task Force Approach

Findings of a task force on introduction of a school governance system for Manitoba's (Canada) francophone minority population are reported. The document outlines the background--i.e., the Canadian context--of this report, principles and procedures, the resulting recommended structure for governance, and suggestions for addressing such issues as access, eligibility, use of human resources, financial arrangements, and details of implementation. The basic recommendation made is for establishment of a francophone division and school board to be responsible for francophone education in the province. This arrangement would exclude immersion schools that would remain with the anglophone division. Initially, the francophone division would consist of the various Franco-Manitoban school communities currently offering programs in French, with expansion to accommodate new Franco-Manitoban schools. The division would be organized into four regions, each with an elected council that would consult with local school committees. While the francophone division would receive basic provincial grants, a different arrangement of special levies is proposed. Two potential timetables for implementation are offered. Appended materials include a list of participants, legal materials, news releases, and student and school data. (MSE)

ED 352 818 FL 020 844

Nigohosian, Elsie T.
Meeting the Challenge of Diversity: Applying Whole Language Theory in the Kindergarten with ESL Korean Children.
PUB DATE- 92
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; Class Activities; Classroom Environment; Classroom Techniques; Elementary Schools; *English (Second Language); *Immigrants; *Kindergarten; Kindergarten Children; *Korean Americans; *Limited English Speaking; Primary Education; Reading; Second Language Learning; *Whole Language Approach; Writing Exercises

A study investigated how the core experiences of a whole language kindergarten influenced four Korean immigrant children to acquire English language and literacy. Core experiences examined include reading aloud and response, shared reading and writing, independent reading and writing, and inquiry activities. Information gathered for the case studies from anecdotal records, portfolios, and interviews was analyzed to arrive at generalizations and identify some universals about language learning. Results suggest that when the Korean learners of English as a Second Language (ESL) were immersed in a literate environment and engaged in speaking, reading, and writing experiences that were integrated, meaningful, and

The report offers a comparison of instruction time for beginning languages at St. Olaf College (Minnesota) and 17 other colleges and universities, and concludes with recommendations for curricular change at St. Olaf College. Contact hours ranged from 80 hours (St. Olaf) to 171 hours. The study was undertaken in response to faculty concern that not enough classroom time was being devoted to introductory language learning. It is recommended that the college adopt a 5-day-per-week schedule for introductory language classes, rather than the existing 3-day-per-week schedule. The analysis presented includes data on student use of time on the days not currently scheduled for language instruction (Tuesdays and Thursdays). Implications of the plan for teaching effectiveness, departmental planning, faculty workload, staff scheduling, and balance of quality and quantity of instruction are discussed. Issues raised are answered in a question-and-answer format. Appended materials include a statement of the general goals of foreign language study, a profile of the foreign language training of St. Olaf graduates of 1986, objectives for an adequate foreign language graduation requirement, and a strategy for gradual curriculum revision. (MSE)

ED 352 838 FL 020 873

Buchanan, Helen Elizabeth
ESL Field Trips: Maximizing the Experience Both in and out of the Classroom.
PUB DATE- Nov 92
NOTE- 49p.; M.A. Thesis, School for International Training, Vermont.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Advance Organizers; *Class Activities; Classroom Techniques; Curriculum Development; Electronics Industry; *English (Second Language); *Field Trips; *Intercultural Communication; Museums; Planetariums; Role Playing; Scheduling; Second Language Instruction; Student Interests
IDENTIFIERS- *Cemeteries

It is argued that field trips and related activities in and out of the classroom, especially when well-planned, have educational, social, and cultural value for students of English as a Second Language (ESL). They offer meaningful learning experiences, extra learning opportunities, and authentic language encounters with native English-speakers. Activities before, during, and after the outing enhance the experience. For example, pre-trip activities for excursions to an electronics factory and a planetarium included investigation of what occurs at the destination, vocabulary development, and speaking practice and comprehension activities using materials related to the destination. Activities designed for the trip itself, as implemented in trips to a history museum and a cemetery, include the gathering of specific information and reflection on student feelings as observers and participants. Follow-up activities used after a full-day visit to a city included sharing of observations and opinions both orally and in written form, and role-playing as a means of structured speech practice. Careful and thorough planning is seen as vital to successful field trips. Planning issues include student input in the selection of destination, researching the site, flexibility of scheduling, and student interests. (MSE)

Teaching Methods; *Videotape Recordings
IDENTIFIERS- Video Technology

A 3-year statewide English-as-a-Second Language (ESL) video learning mini-research project focused on three main areas of televised and video-based instruction in Texas: literacy, adult general education, and ESL. The project described in this paper is a subset of the statewide study and concentrates on the impact of video-based learning when used for language input on language learning and student performance. The affective goal was to explore teacher and student attitudes toward video utilization in the classroom. A total of 175 students from varied adult education programs participated in the study, which used the program "In English" over a 12-week period. The following observations were made: students who received video instruction scored better on post-tests than those who did not; the more time spent on instruction, the better the students performed; student level at the onset made no difference; and "In English" is easy to use and integrates well into a classroom setting. Limitations of the research include the absence of randomly selected students and no control over the amount of time spent. Tests, forms, and checklists are appended. (LB) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 352 858 FL 800 562

Murphy, William
A Needs Assessment for English as a Second Language. Research Report.
PUB DATE- 92
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classroom Techniques; Curriculum Development; *Educational Needs; Educational Policy; *English (Second Language); *Ethnic Groups; Geographic Distribution; Immigrants; *Literacy Education; *Needs Assessment; Program Descriptions; Program Development; Second Language Instruction; Staff Development; *Student Characteristics; Surveys; Teaching Methods
IDENTIFIERS- *Pennsylvania

A study of data on 6,846 adult literacy education students in Pennsylvania gathered information on student characteristics, instructional settings, teaching methods, and program and policy needs. Results indicate that about 34% of the students were Hispanic, 31% were Indochinese, and 21% were from Eastern Europe and the Soviet Union. Three-quarters resided in the southeast/central part of Pennsylvania, with over 25% in Philadelphia. Most were in beginning level classes, and many were educationally disadvantaged, with literacy deficiencies common. About 20% received public financial assistance. In the 30 classes of English as a Second Language visited for the study, an obvious problem was overcrowding and lack of individual attention to students, with ramifications for classroom communication. Some teaching methods commonly used (Total Physical Response, the audio-lingual method, and cognitive methods) were not felt to be as effective as those that focus on enhancing communicative competence. The most controversial issue encountered was that of bilingual education versus use of the native language for instruction. Recommendations include reduction of class size; coordination with literacy councils to provide more volunteer tutors; use of public libraries for materials and field trips; and staff development workshops focusing on language teaching methods, included. (JB)

ED 352 876 HE 026 070

Schlachter, Gail Ann; Weber, R. David
Financial Aid for Research and Creative Activities Abroad: 1992-1994.
PUB DATE- 92
NOTE- 401p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Reference Materials - Directories/Catalogs (132),Books (010)
DESCRIPTORS- Annotated Bibliographies; College Students; *Creative Activities; Graduate Students; Higher Education; Postdoctoral Education; Professional Development; Program Descriptions; *Research Projects; *Student Financial Aid; *Study Abroad

This reference book offers information about nearly 1,200 funding opportunities open to Americans interested in research, creative, professional, or related activities abroad. The directory is divided into three separate sections: a descriptive list of financial aid programs established to support research and creative activities abroad; an annotated bibliography of directories listing general financial aid programs; and a set of five indexes. The first portion describes the financial aid programs which are grouped in four chapter aimed at specific population groups: (1) high school and undergraduate students; (2) graduate students; (3) postdoctorates; and (4) professional or other individuals. Within each chapter entries appear alphabetically by program title. The information for the profiles was supplied in response to questionnaires distributed through January, 1992. The annotated bibliography of general financial aid directories lists 60 key directories published in 1985 or later that describe domestic programs and resources available for use in the United States. The directories are listed by type of program and each entry contains basic bibliographic information and an annotation specifying scope, arrangement, publication history, and special features. The directory contains five indexes, a program title index, a sponsoring organization index, an index listing programs by geographic coverage, a subject index, and a calendar index. (JB)

ED 352 877 HE 026 071

Schlachter, Gail Ann; Weber, R. David
Financial Aid for Study and Training Abroad 1992-1994.
PUB DATE- 92
NOTE- 265p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Books (010)
DESCRIPTORS- Annotated Bibliographies; College Students; Educational Opportunities; Graduate Students; Higher Education; Postdoctoral Education; Professional Development; Program Descriptions; *Student Financial Aid; *Study Abroad; *Training

This directory provides current information about over 750 funding opportunities open to Americans interested in structured or independent study abroad. The directory is divided into three separate sections: a descriptive list of financial aid programs established to support study and training abroad; an annotated bibliography of directories

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Rank (Professional); *College Faculty; Colleges; Faculty Publishing; Faculty Workload; Higher Education; Institutional Characteristics; *Models; National Surveys; Nontenured Faculty; *Productivity; Publish or Perish Issue; *Research Projects; Research Universities; Sex Differences; Tenured Faculty; Women Faculty
IDENTIFIERS- *ASHE Annual Meeting

This study examined faculty research productivity in terms of four common explanations for variance in productivity and tested a regression model while controlling for factors such as institutional affiliation, rank, and gender. The study used data from the 1989 survey of the professoriate conducted by the Carnegie Foundation for the Advancement of Teaching. A two-stage, stratified, random sample design was used to select faculty for inclusion in the survey. The final sample consisted of 9,996 faculty from 306 institutions of whom 4,380 returned usable surveys. Results of the analysis of the data indicated that levels of faculty research productivity increased, overall, from Liberal Arts II Colleges through Research I Universities, the rank of instructor through the rank of professor non-tenured to tenured faculty, nonreceipt of internal research support to receipt of support, non-engagement in scholarly work to engagement in such activity, and spending 10 or less hours per week on research/scholarly activities through spending 40 hours per week on such activities. Rank and institutional affiliation were significant predictors while gender was insignificant. An appendix includes 66 tables detailing study findings. (Contains 33 references.) (JB)

ED 352 896 HE 026 096

Clague, Monique Weston
Hiring, Promoting and Retaining African American Faculty: A Case Study of an Aspiring Multi-Cultural Research University. ASHE Annual Meeting Paper.
PUB DATE- 28 Oct 92
NOTE- 89p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Minneapolis, MN, October 28-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affirmative Action; *Blacks; *College Faculty; Department Heads; *Faculty College Relationship; *Faculty Integration; Faculty Promotion; Faculty Recruitment; Higher Education; Multicultural Education; Racial Bias; Research Universities; School Holding Power; State Universities
IDENTIFIERS- African Americans; *ASHE Annual Meeting; University of Maryland College Park

This paper presents the findings of a committee at the University of Maryland (College Park) charged with studying the effectiveness of programs on campus aimed at achieving higher rates of participation and success for black faculty. Fourteen sections present results of the committee's survey and interviews, examination of specific issues, and recommendations for the future. Section I describes the charge of the committee, the context for the committee's work, and the nature of the study. The second section looks at data on UMCP faculty

Perceptual and Organizational Barriers to Women's Training and Organizational Advancement" (Ready); "When Cultures Clash" (Wagner); and "Working with Industry to Achieve Industrial Excellence" (Norton). (KC)

ED 352 444 CE 061 851

Tuckett, Alan
Towards a Learning Workforce: A Policy Discussion Paper on Adult Learners at Work.
PUB DATE- Apr 91
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Continuing Education; *Economic Development; *Educational Needs; Educational Policy; Employee Attitudes; Employer Attitudes; Foreign Countries; *Government Role; *Labor Force Development; *On the Job Training; Postsecondary Education; Skill Development; Technical Education; Technological Advancement; *Vocational Education
IDENTIFIERS- *Great Britain

There is widespread agreement in Great Britain that the work force must receive more skills training if the country is to be competitive in the future. Of special concern is the 70 percent of the work force who left school at the earliest possible opportunity, and the (overlapping) 70 percent of the work force who have not received training for a long time. Barriers to training are seen as lack of time, lack of money, and negative attitudes toward learning. Recommendations can be made to government, to employers, to training and enterprise councils, and to educational institutions to improve access to skills training for all workers. Recommendations offered in this paper include the following: (1) the government should support paid learning for 30 hours per year for all adults and grant them the right to an additional unpaid 30 hours per year for study; (2) government should require employers to spend a minimum amount on employee development programs; (3) government should support adults seeking to reenter the labor market; (4) employers should audit skills of their existing staff, analyze organizational needs, and offer more job training opportunities to employees, including part-time employees; and (5) educational institutions should provide more accessibility for classes and more flexible requirements for entry and program completion. (KC)

ED 352 445 CE 061 876

Mishel, Lawrence; Bernstein, Jared
The State of Working America 1992-93.
PUB DATE- 92
NOTE- 515p.
LANGUAGE- English
EDRS Price- MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Business Cycles; Competition; Economic Change; Economic Climate; Economics; Income; *Inflation (Economics); International Trade; Labor Market; *Living Standards; Poverty; *Salary Wage Differentials; Taxes; *Underemployment; *Unemployment; *Wages

Using a wide variety of data on family incomes, taxes, wages, unemployment, wealth, and poverty, this book closely examines

LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Agricultural Education; Core Curriculum; *Curriculum Design; Educational Administration; Educational Facilities; *Educational Improvement; *Educational Planning; Education Work Relationship; High Schools; *Integrated Curriculum; State Curriculum Guides
IDENTIFIERS- *Illinois

This guide presents strategies for developing or upgrading secondary school agricultural education programs with the Illinois Agricultural Education Core Curriculum. Following an introduction, the guide provides the following: (1) the goals of the Education for Employment K-adult curriculum model; (2) a rationale for this curriculum change; (3) an explanation of the five phases of agricultural education; (4) a description of the nature and scope of agricultural education in grades 9-12 and how to implement it; (5) an explanation of how teachers can use the core curriculum's 141 problem areas as resource units; (6) information on labs, facilities, and equipment suggested for biology and chemistry, food science, physical science, agribusiness, storage, and greenhouse/plant science labs; (7) a short summary; (8) a list of 10 references; and (9) five appendices. The appendices consist of the following: core problem areas classified according to primary emphasis and level of instruction; a matrix of problem areas with occupational tasks; directions on developing agricultural course outlines from core units and problem areas; and core curriculum course planning forms. (CML)

ED 352 463 CE 062 552

Rasmussen, Bonnie
Workplace Basic Skills in the Metal Casting Industry for World Class Process and Technology.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 1 Oct 92
NOTE- 29p.; For related lessons, see CE 062 554.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Assembly (Manufacturing); *Basic Skills; Cooperative Programs; Curriculum Development; *Foundries; Learning Activities; Lesson Plans; Machine Tools; Metal Industry; *Metal Working; *On the Job Training; *Outcomes of Education; Program Effectiveness; Program Evaluation; Semiskilled Occupations; *Skill Development
IDENTIFIERS- *Workplace Literacy

A workplace basic skills project for the metal casting industry was established jointly by Central Alabama Community College and Robinson Foundry, Inc. Evaluation of the project was made through a commercial test of hourly workers' general literacy level gains, instructor-developed pre- and posttests of mastery of the industrial process and mastery of concepts of management curriculum, and through exit surveys of workers' satisfaction with the training and performance mastery of the industrial process. Results showed that 303 workers enrolled and 216 completed their studies. The completers showed an overall gain of approximately three grade levels. In addition, an 87 percent income of families by selected characteristics in 1989 and 1990. (CML)

ED 352 481 CE 062 619

Rohs, F. Richard; And Others
Community Leadership Program Participants: An Assessment of Their Organizational Participation, Political Activity, Leadership and Problem Solving Skills.
PUB DATE- Nov 92
NOTE- 11p.; Paper presented at the Annual Meeting of the American Evaluation Association (Seattle, WA, November 5-7, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Citizen Participation; Citizenship Responsibility; *Community Leaders; Extension Education; *Leadership Responsibility; *Leadership Training; *Outcomes of Education; Political Affiliation; Problem Solving; Program Effectiveness; *Social Responsibility; State Programs

A study investigated the influence of Community Leadership: A County Perspective--(CLCP), a 12-week Georgia program to help build and maintain a solid leadership base in a community, on participants' organizational participation, political activity, leadership and problem-solving skills, further involvement in community issues, and decision making. A pretest-posttest only design was used to analyze information obtained from 434 individuals in 13 county CLCP programs, with an approximately 65 percent response rate. Six months after the end of the program, open-ended telephone interviews were conducted to identify community leadership activities in which participants were involved. The study was concerned with changes in participants' activity and skill level. Some of the results of the study were the following: (1) no differences were found between the pretest and posttest on organizational participation--in contrast to earlier studies that had found an increase in such participation; (2) significant differences were found between pretest and posttest on four of the nine leadership and problem-solving variables--ability to motivate people, knowledge of resources for solving public problems, ability to lead a group, and ability to deal effectively with local political leaders; (3) significant relationships were found between several leadership and problem-solving variables and organizational participation. The study concluded that the leadership program has helped to develop leadership skill levels and enhance participation in public policy. (Contains 10 references.) (KC)

ED 352 482 CE 062 620

McCaslin, N. L.; Torres, Robert M.
Latent Factors Underlying Vocational Teachers' Attitudes toward Using Microcomputers for Supplementing In-Service Education.
PUB DATE- 6 Dec 92
NOTE- 12p.; Paper presented at the Meeting of the American Vocational Association (St. Louis, MO, December 6, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Appropriate Technology; Autoinstructional Aids; Computer Assisted Instruction; *Computer Literacy; Computer Managed Instruction; Computer Uses in Education; Diffusion

IDENTIFIERS- *Educational Indicators

This document suggests the following eight model indicators of quality in adult education programs: (1) learners demonstrate progress toward attainment of basic skills and competencies that support their educational needs; (2) learners advance in the program or complete program requirements that allow them to continue their education or training; (3) an ongoing, participatory planning process exists that is guided by evaluation and based on a written plan that considers community demographics, needs, resources, and economic and technological trends; (4) curriculum and instruction is geared to individual learning styles and levels of needs; (5) an ongoing staff development process exists that considers the specific needs of staff, offers training in instruction, and includes opportunities for practice and systematic follow-up; (6) students' needs for support services are identified and either provided for or referred to other agencies; (7) population in the community identified in the Adult Education Act as needing services is served; and (8) students remain in the program long enough to meet their education needs. The document also contains the following: an overview; definitions of quality indicators and performance standards; a description of the process used to develop the indicators; sample measures for each indicator; a list of six resources; and lists of focus group participants and state directors of adult education. (CML)

ED 352 500 CE 062 647

Wisser, Ulrike, Ed.; Grootings, Peter, Ed.
"Eurotrain for Training." Proceedings of a European Congress on Continuing Education and Training (4th, Berlin, Germany; Warsaw, Poland; Prague, Czechoslovakia; Budapest, Hungary; Vienna, Austria, October 5-9, 1992).
PUB DATE- Dec 92
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Collected Works - Proceedings (021)
DESCRIPTORS- *Continuing Education; Field Trips; Foreign Countries; International Cooperation; *International Educational Exchange; *Job Training; Postsecondary Education; *Program Development; Secondary Education; Technical Assistance; *Vocational Education
IDENTIFIERS- Austria; Czechoslovakia; *European Community; *Eurotrain; Germany; Hungary; Poland

A "travelling" congress was conducted in five European cities (Berlin, Warsaw, Prague, Budapest, and Vienna) to promote a mutual exchange of views between east and west. The participants stressed the growing European Community interest in current examples of cooperation with neighbors in central and eastern Europe. In addition to promoting dialogue and the exchange of views and ideas, the "Eurotrain" was developed as a venue to promote western endeavors to support eastern Europe. The congress participants traveled by train for study visits and workshops in the five cities. Each national conference had an opening event in which experts at national and community levels provided participants with an insight into the educational and employment situations in the various countries. Experts from western Europe and the United States provided examples of local structural developments, the development of further training programs, and the planning of integrated training concepts. Workshop participants in the five cities each worked on six topics: international cooperation in issues were identified: staff selection process, possibility of restructuring existing structure of the comprehensive high school, and management of a staff development program. (Contains 26 references.) (YLB)

ED 352 517   CE 062 672

Damyanovich, Mike; And Others
Learning Technology: Enhancing Learning in New Designs for the Comprehensive High School.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 19p.; In "New Designs for the Comprehensive High School. Volume II--Working Papers"; see CE 062 664.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Computer Uses in Education; *Educational Change; Educational Development; *Educational Innovation; *Educational Media; Educational Principles; Educational Research; *Educational Technology; Guidelines; High Schools; *Information Technology; Integrated Curriculum; Multimedia Instruction; Relevance (Education); Role of Education; School Organization; School Role; *Technological Advancement; Telecommunications; Vocational Education

Technology, directed to each of the parts that collectively give shape and direction to the school, should provide the critical mass necessary to realize the specifications for the New Designs for the Comprehensive High School project. Learners should have access to personal productivity tools that increase effectiveness and efficiency in the workplace, home, and community as well as access to multimedia tools for information retrieval, manipulation, knowledge production, and presentation. The learning community should have: (1) an installed network providing access to almost any station on the network and to resources beyond the school through various means: telecommunications; network modems, printers, and other input/output devices; (2) telephone lines installed in every classroom, media center, and productivity center; and (3) electronic and/or voice mail accessible by students, staff, and community. Technology can catalyze the learning process by providing an interactive, distributed, open, instructional management system designed for monitoring alignment of curriculum, instruction and assessment, and student tracking. A management system helps students, parents, and teachers work together to develop and manage personalized learning plans. Technology can provide students flexibility in learning time, opportunity, and plans through an installed satellite, two-way interactive television, or computer-based instructional learning system. Access to and use of technology should be a common goal and shared responsibility of learning partners. (YLB)

ED 352 518   CE 062 673

Jilk, Bruce A.; And Others
Learning Environment: An Architectural Interpretation of a New Designs Archetype High School.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 40p.; In "New Designs for the Comprehensive High School. Volume II--Working Papers"; see CE 062 664.

report discusses the achievement of 4 objectives: (1) curriculum development; (2) enrollment of 34 parents in the 6-week sessions; (3) parents' selection of age-appropriate books and reading aloud to their children; and (4) visits to the local library. The bulk of the document is the curriculum, which is designed for six 2-hour sessions and covers the following topics: reading and playing, reading and talking, reading aloud, reading and writing, reading and school, and reading and the library. Materials for each session include a list of objectives, directions for conducting a series of instructional activities, and some materials (for instance, drawings and worksheets to be copied, patterns for puppets, and a recipe for play dough) needed for the activities. Many of the activities are those that parents and caregivers can do later with their children; others teach skills that will help them interact effectively with their children about reading. For instance, reading aloud situations in which children are disruptive are role played. An evaluation form for participants is included. (CML)

ED 352 536 CE 062 699

Molek, Carol; Neal, Elaine
Senior Life Skills/Financial Management. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.
PUB DATE- 92
NOTE- 147p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; *Daily Living Skills; Decision Making Skills; Independent Living; Learning Activities; *Money Management; *Older Adults; Teaching Methods; *Time Management; Workshops
IDENTIFIERS- 353 Project

This document describes a project that developed a life skills and financial management curriculum for senior citizens and presented a 10-day workshop series using the curriculum to a group of 20 senior citizen adult basic education students. The project was evaluated as very successful and the curriculum developed was made available for dissemination through the Pennsylvania Department of Education. The curriculum guide contains materials for 2-hour workshop sessions on the following topics: positive self-image, assertiveness training, stress management, balancing your life, financial management, taking charge of your money, living wills and trusts, consumer protection information, decision making, and making changes. Each unit contains introductory materials, activities, discussion guidelines, and student exercises. A bibliography lists 17 references. (KC)

ED 352 537 CE 062 701

Goss, Barbara A.
Speakers' Bureaus: Boosting ABE. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.
PUB DATE- 30 Jun 92
NOTE- 114p.; Handwritten evaluations may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.

dissemination strategies that support data use. Reference lists at the end of each chapter contain a total of 207 publications. (CML)

ED 352 554 CE 062 753

Arnold, Carolyn L.; Levesque, Karen A.
Black Americans and Vocational Education: Participation in the 1980s.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 112p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Blacks; *Black Students; *Course Selection (Students); *Educational Status Comparison; *Enrollment Influences; Higher Education; High Schools; High School Seniors; High School Students; Postsecondary Education; Student Participation; *Vocational Education

A study investigated the participation of black Americans in vocational education. Four national data sets were analyzed: "The High School and Beyond Surveys," "The 1987 High School Transcript Study," "The Schools and Staffing Survey of 1987," and "National Survey of Postsecondary Faculty." The analyses revealed the following: (1) at the secondary level, most black students were participating in vocational programs to the same extent as white students; (2) black high school students who took vocational courses tended to pursue postsecondary education regardless of the amount of vocational education they took; (3) at the postsecondary level, black students were just as likely as white students to attend public two-year institutions, but were less likely to take vocational courses or to be completing vocational or other associate degrees; and (4) black students who left college without a degree or certificate took similar numbers of vocational courses as did white noncompleters. Recommendations were made to collect information to determine the following: (1) the best strategies for increasing the participation of blacks in high school technical and communication programs and the participation of blacks from low socioeconomic status backgrounds in high school vocational education; and (2) why black postsecondary students were less likely than white students to take courses in agriculture, home economics, trade and industry, and computer programming. (Contains 43 references.) (CML)

ED 352 555 CE 062 754

Mortimer, Jeylan T.; And Others
Influences on Adolescents' Vocational Development.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescent Development; *Career Development; Career Planning; Economic Status; Experiential Learning; Family Influence; High Schools; High School Students; Money Management; *Occupational Aspiration; Self Efficacy; Self Esteem; *Sex Differences; *Student Attitudes; Vocational Interests; Vocational Maturity; Volunteers; Volunteer Training;

Students; Potential Dropouts; *Predictor Variables; *Sex Differences; *Student Attitudes; *Student Motivation
IDENTIFIERS- *Aboriginal People; Australia

While Aboriginal children appear to be particularly disadvantaged in educational performance and outcomes, very little is known about the determinants of school motivation for this group. Commonly it is believed that Aboriginal girls perform better at school and continue longer than Aboriginal boys. This study examined the similarities and differences in Aboriginal girls and boys in the areas of school retention, performance, and intention to complete the Higher School Certificate (HSC); as well as the motivational and situational correlates of school retention and performance for Aboriginal children in mainstream school settings, and sex differences, if any, in the importance of these correlates. Subjects (N=476) Aboriginal students, including 230 males and 246 females from regional high schools representative of schools having Aboriginal students in New South Wales. Data were collected using the Inventory of School Motivation, the Facilitating Conditions Questionnaire, and a background demographic survey. Analyses indicated: (1) major predictors for male and female students were broadly the same with intrinsic motivation and goal directed motivation being the most significant; (2) for females affect to school, parental pressure to leave school, and negative peer influence were the most important predictor variables affecting the female students' intention to complete the HSC; and (3) for males positive school influence, perceived value of school, and school affect were the most important predictor variables affecting their intention to complete the HSC. (ABL)

ED 352 574 CG 024 679

McInerney, D. M.
Some Demographic and Scholastic Variables Influencing School Retention: A Cross-Cultural Comparison.
PUB DATE- 90
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Cross Cultural Studies; Foreign Countries; High Schools; *High School Students; *Migrant Youth; Potential Dropouts; *Predictor Variables; *School Holding Power; *Sex Differences; Student Motivation; White Students
IDENTIFIERS- *Aboriginal People; Australia

While some comfort can be taken from the figures which indicate a growing retention rate, there is considerable concern over the very large percentage of students who do not complete full schooling. In the first experiment in order to address the question of the differential effects of variables on school retention across a range of cultural groups, Year 10 students in 12 New South Wales high schools with low retention rates were examined. In particular, a comparison was drawn among Anglo (N=658), Migrant (N=283), and Aboriginal (N=85) students, with male/female comparisons also being drawn. Variables evaluated included attendance; academic achievement in English; academic achievement in Math; race; sex; and socioeconomic status as determined by fathers' occupational status. Analysis of the full group indicated that the best set of predictor variables were academic achievement in math, academic achievement in English, attendance record, and race. With regard to separate analyses by race academic achievement emerged as a critical feature of the analyses. Relatively more

ED 352 593 CG 024 698

James, William H.
A Report on Restructuring Schools: Reducing Alcohol and Other Drug Abuse among Adolescents through a School-Community-University Partnership Program in the Federal Way School District.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Oct 92
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Alcohol Abuse; *College School Cooperation; Drug Abuse; Higher Education; *High Risk Students; High Schools; *High School Students; Prevention; Program Effectiveness; *School Community Relationship; *Substance Abuse
IDENTIFIERS- Case Management; Federal Way School District WA; Partnerships in Education

This is a descriptive report on the level of substance use by at-risk students attending Continuation/Contract-Based Education (CBE) High School in the Federal Way School District in the state of Washington. These students participate in a school-community partnership program which utilizes a student assistance program/case management model to reduce substance use among at-risk students. Information in this report provides nine months of baseline data on students at Continuation/CBE High School. This report also provides a preliminary evaluation of student assistance programming; a follow-up report in August 1993 will include the results yielded from tracking students required to complete education classes, intensive outpatient programs, residential programs, and aftercare programs. It is noted that six sources of data were employed in this study: student records; diagnostic assessment data; student demographic data; on-site visits and discussions with representatives of the student assistance team; the 10-Minute Wonder, a checklist to assist teachers in identifying at-risk students; and the Stress Response Scale, a measure of emotional state. It is claimed evaluation results so far are promising, showing lower overall combined diagnosed rates for substance abuse and chemical dependency, with a rate of substance abuse or chemical dependency almost 30% lower than in the previous year. (ABL)

ED 352 594 CG 024 699

Daniels, Judy; And Others
Testing a Theoretical Model of Adolescent Worries.
PUB DATE- Dec 92
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Anxiety; High Schools; High School Students; Individual Characteristics; Racial Differences; Secondary Education; Secondary Schools; Sex Differences; Theories

Adolescence is characterized by a set of dramatic physical, cognitive, and psychological changes which affect the developmental process in many ways. This study sought to develop and test the adequacy of a theoretical model of adolescent worry and to determine whether there is a relationship between adolescent demographic characteristics and program; and (7) opinions about the program from those involved directly and indirectly were mostly positive. (Eleven figures illustrating various aspects of the Reading Recovery program and data collection procedures are included; a list of target questions for classroom observation, six forms to record a variety of information, prepared interview schedules, verification instructions, classroom diagrams, suggestions for a second-year follow-up study, and 72 references are attached.) (RS)

ED 352 614 CS 011 110

Paratore, Jeanne R.
An Intergenerational Approach to Literacy: Effects on the Literacy Learning of Adults and on the Practice of Family Literacy.
PUB DATE- Dec 92
NOTE- 24p.; Paper presented at the Annual Meeting of the National Reading Conference (42nd, San Antonio, TX, December 2-5, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Ability Grouping; Adult Basic Education; *Adult Literacy; English (Second Language); *Intergenerational Programs; *Literacy Education; Parent Student Relationship; Program Effectiveness; Reading Aloud to Others; Reading Skills; Writing Skills
IDENTIFIERS- *Family Literacy; *Intergenerational Learning

A study examined the influence of an intergenerational approach on the literacy development of parents and on the practice of family literacy at home. During a 3-year period, 367 families enrolled in multilingual, multiability literacy classes for at least one instructional cycle. The adult basic education classes were held in a community center located within walking distance of three of the four elementary schools in an ethnically diverse, two-square-mile area considered a "gateway" for new immigrants. The adults were provided instruction in reading and responded to literacy materials of adult interest as well as a selection of books, strategies, and ideas for use with their children; they were also encouraged to share their children's stories and literacy events. Data included assessments of parents' fluency in reading English, attendance, attrition, and self-report data on parent/child literacy activities. Results indicated that: (1) attendance was consistent across learners and across instructional cycles; (2) demonstration and modeling led to routine practice of family literacy within a relatively brief period of time; (3) storybook reading emerged as a frequent behavior, while shared writing did not; (4) parents visited the local library only once a month; and (5) there was a high growth in literacy fluency among the lowest performing adults. Findings suggest that an intergenerational focus in multiability multilingual adult education classes may provide an important vehicle for promoting literacy learning of adults. (Two figures and one table of data are included; 27 references are attached.) (RS)

ED 352 615 CS 011 111

Bednar, Maryanne R.
Teacher Cognition: Evolving Reflections and Use of Reading Process Knowledge in the Classroom.
PUB DATE- Dec 92
NOTE- 16p.; Paper presented at the Annual Meeting of the National

*Evaluation Methods; *Imagery; Reading Research; Test Construction; *Test Reliability; *Test Validity
IDENTIFIERS- California (South); Mental Imagery; *Vividness

A study investigated the reliability and validity of a measure of imagery vividness appropriate for young children. A questionnaire instrument consisting of 21 Likert-type items was developed and administered to 380 third- through sixth-grade children in a lower-middle to upper-middle socioeconomic population in southern California. Items in the questionnaire were adapted from the "Betts QMI Vividness of Imagery Scale," retaining the original seven sense modalities (visual, auditory, cutaneous, kinesthetic, gustatory, olfactory, and organic). Means, standard deviations, and Pearson intercorrelations among items were calculated as well as other statistics. Results indicated that the instrument evidenced a single construct with seven sense modalities having internal reliability. Development of the instrument seems timely in relation to current research interests related to a more holistic approach to elementary language arts and literacy acquisition. (Six tables of data are included; 28 references, the instrument, and its verbal instructions are attached.) (RS)

ED 352 635 CS 011 133

Eanes, Robin
Linking College Developmental Reading and English Courses to General Education Courses.
PUB DATE- 3 Dec 92
NOTE- 13p.; Paper presented at the Annual Meeting of the National Reading Conference (42nd, San Antonio, TX, December 2-5, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Analysis of Variance; *College Freshmen; College Outcomes Assessment; *Developmental Studies Programs; Educational Research; Grade Point Average; Higher Education; *High Risk Students; Instructional Effectiveness; Remedial Programs
IDENTIFIERS- Saint Edwards University TX

A study investigated whether differences exist in the freshman-level course grades between the "high-risk" college freshmen enrolled in a linked-course developmental program and the other freshmen who were not required to participate in the developmental program. Subjects, 286 "non-developmental" freshmen and 71 freshmen identified as either "high developmental" or "low developmental" through a combination of test scores and a written essay, all took the same three Freshman Studies Module Exams during a fall semester at St. Edward's University in Texas. Semester grade point averages (GPAs) were based on all courses taken, while cumulative GPAs were based on degree-credit-bearing courses only--developmental course grades were not included. Exam grades, final course grades, semester GPA, and cumulative GPA were used as variables in an analysis of variance. Results indicated no significant differences between the groups for the final course grades; and the "high risk" students successfully completed their first semester of course work, although their level of success did not always equal that of non-developmental students. Implications of these findings are important to any college or university with a flexible admission policy in support of a commitment to serving a diverse student body. (Three tables of data are included.) (RS) pronouns and orange adjectives connect to red nouns. Other colors are black for verbs, brown for adverbs, blue for prepositions and so on. Writing assignments in remedial community college classrooms should focus on practical, short assignments like letters to the editor of the newspaper or job application letters. Expanding the ability to use adverbs and adjectives can be done by writing name poems, for which the student puts the letters of a name in a vertical row and writes a descriptive line about that person using the letters. Students can try color-coding advertisements or popular rap songs. Overheads can be used as the instructor edits and corrects actual published materials, many of which contain mistakes and sloppy writing. After completing a program focused on grammar such as this, students often thank the instructor and gain confidence in facing the challenges of the daily world of communication which each of them faces. (A color-coded illustration is attached.) (HB)

ED 352 655   CS 213 612

Mol, Anne Marie
A Comparative Case Study of Implementation of Writing as a Process.
PUB DATE- Aug 92
NOTE- 180p.; M. Ed. Project, University of British Columbia (Canada).
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Case Studies; College English; *English Curriculum; Foreign Countries; Higher Education; Program Development; *Program Implementation; Secondary Education; *Writing Instruction; *Writing Processes
IDENTIFIERS- British Columbia; Process Approach (Writing)

Implementation of a new program is a complex process of putting ideas into action. Program implementation can be characterized through the identification of interrelated factors which determine the success or failure of implementation of an innovation. Writing as a process has been perceived as a successful teaching methodology for many years, but a number of factors impact on the implementation of writing as a process and determine whether or not it will receive safe passage into the classroom. A comparative case study investigated the process of implementation by examining the factors which helped or hindered the implementation of writing as a process. The implementation of the process writing methodology was undertaken by eight teachers of secondary English who attended writing workshops. The subjects were then divided into two groups, one considered to have successfully implemented the program, the other not successful. Data were collected through interviews and questionnaires. The factors identified as influencing the implementation processes were: (1) district support; (2) perceived need; (3) beliefs; (4) teacher knowledge; (5) teacher interaction; and (6) ongoing inservice. District support was concluded to be the major factor distinguishing the successful implementers from the non-successful ones. All of these interrelated factors affected implementation of writing as a process through their interaction in intricate systems of circumstances and characteristics. (Forty-six references are attached; various documents used for the research are appended.) (HB)

ED 352 656   CS 213 613

that the fostering of figurative language skills should become a more common feature of language instruction. These studies suggest that the increased focus on developing figurative language skills will generate stronger metaphoric abilities among readers. Unfortunately, such an emphasis is largely ignored, perhaps due to the utilitarian biases of educators. However, to present and develop figurative language ability, utilizing poetry may be the best tool teachers have at their disposal. Testimonies of individual teachers bear out this conclusion in the face of a general lack of clinical studies on the topic. Poetry can be used in various ways to enhance vocabulary development, to encourage more creative and fresh phrasing in student compositions, to generate expressive language through such methods as "clustering," as well as to motivate adult learners who are basic readers. As students elevate their figurative language abilities, the level of poetry used can also be easily raised, from relatively simple and straightforward poems to poems employing very difficult metaphoric constructs (two examples of the former type, by Carl Sandburg and Langston Hughes, and one example of the latter type, by Wallace Stevens, are provided in an appendix). Thus, poetry may be the ideal arena for fostering figurative language skills at virtually any reading level. (Eighteen references are attached.) (HB)

ED 352 677 CS 213 644

Dalmia, Shikha
Existentialism in New Journalism.
PUB DATE- May 91
NOTE- 27p.; Paper presented at the Annual Meeting of the International Communication Association (41st, Chicago, IL, May 23-27, 1991).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Authors; Discourse Analysis; *Existentialism; Intellectual History; *New Journalism; News Writing; Periodicals; Popular Culture
IDENTIFIERS- 1960s; Journalism Research; Mailer (Norman); Sartre (Jean Paul); Talese (Gay); Theme (Literary)

In 1977, John C. Merrill, a mass communication scholar, found that many scholars believed that the sixties movement of new journalism is in some way related to existentialism. To find this out, a study identified six main themes of the philosophy of existentialism (as espoused by Jean-Paul Sartre) and looked for the presence of these themes in the works of two "new journalists." Twenty-eight pieces of writing by Gay Talese and Norman Mailer that appeared in "Esquire" from 1962 to 1968 were analyzed for the presence of the themes of: individual subjectivity as the starting point; absurdity or meaninglessness of the world; revolt against existing values; social reform; authenticity and individuality of person; and freedom and responsibility. Results indicated that four of the six themes of existentialism appeared in their work, but that the two most important themes (freedom and responsibility, and absurdity of the world) are neglected. However, the treatment of these themes frequently consisted of loose use of existential jargon. Findings suggest that existentialism had only a superficial influence on new journalism, and that the influence may have been a reflection of the general intellectual climate of the 1960s rather than a result on the

NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Research/Technical (143)
DESCRIPTORS- *Content Area Writing; *Cooperative Learning; Creative Thinking; Critical Thinking; Higher Education; Language Role; Lighting Design; Surveys; *Theater Arts; *Thinking Skills; Workshops
IDENTIFIERS- Scene Design; Writing Contexts; *Writing Thinking Relationship

This paper presents an overview of the effectiveness of writing and cooperative learning in developing thinking skills in technical theatre education. The paper first offers a statement of purpose and an outline of a survey of university technical theater personnel and design students in an introduction. The four parts of the paper then discuss: (1) a designer's working definition of thinking; (2) the designer's need for effective language skills; (3) the use of writing in developing the design concept; and (4) cooperative learning in the design workshop. The paper concludes that the described methods of using language to develop thinking skills of design students: teaches students to use their minds well; develops the intellectual and imaginative powers and competencies that students need; transforms the role of the teacher into a coach provoking students to learn; and presents a nonthreatening atmosphere in which achievement, truth, and decency are expected and provided. Twenty-four references, and the results of the survey are attached. (RS)

ED 352 697 EA 024 021

Loccisano, Joseph F.
Nonverbal Communication and its Implications for School Personnel: A Literature Review.
PUB DATE- 30 Apr 92
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Administrator Effectiveness; *Administrator Selection; Body Language; *Communication Problems; *Communication Skills; Elementary Secondary Education; Employment Interviews; *Nonverbal Communication

Issues in nonverbal communication and their implications for school personnel directors are examined in this literature review. The first section presents research findings pertaining to the nonverbal behavior of school administrators, particularly that of principals. Literature on nonverbal behavior exhibited during the employment interview is presented in the second section. The final section presents the following conclusions: (1) nonverbal behavior plays a role in staff members' perceptions of an administrator and in an administrator's communication effectiveness; (2) specific nonverbal behaviors can be identified as positive or negative; and (3) specific nonverbal behaviors of a job applicant can influence the employment interview. Further study is needed to explore the relationships between the school personnel director's perceptions of an applicant's nonverbal behavior and his/her potential administrative success, and between a director's perceptions and his/her own individual characteristics. (Contains 56 references.) (LMI) educational leaders as managers will continue; and (5) human relations will continue to lie at the heart of educational leadership. (Contains 14 references.) (LMI)

ED 352 718 EA 024 525

Sharpe, F. G.
The Impact of Educational Research on Educational Policy and Practice within a School Centered Context.
PUB DATE- Aug 92
NOTE- 33p.; Paper presented at the New South Wales Institute of Educational Research (Sydney, New South Wales, Australia, August 14, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Decision Making; *Educational Policy; *Educational Research; Elementary Secondary Education; Evaluation Utilization; Foreign Countries; *Policy Formation; Research Administration; Research and Development; *Research Utilization; *Theory Practice Relationship
IDENTIFIERS- *Australia

Issues in the impact of educational research on educational policy and practice in Australian schools are addressed in this paper, which provides an overview of the numerous research and evaluation projects being conducted in Australian education. Specific questions examined are the extent to which: (1) the research subjects (schools) benefit from the research; and (2) decision makers in other parts of the system are informed and act upon research findings. In the paper, the director-general of the Department of School Education describes the importance of school-university collaboration and asserts that any high-level decision contemplated by the director-general must consider relevant information of various kinds from multiple sources. It is recommended that the department adopt a set of formal structures to oversee the role of research in departmental activities and to provide for ongoing data collection, storage, and analysis. A conclusion is that the department's own research program is more likely to be directly beneficial because it is applicable to departmental needs and decision-making purposes. Such decision-oriented research is distinguished from basic, or conclusion-oriented, research. Appendices list Australian research and development projects and funding amounts for 1989, research and evaluation projects for 1991, Department of School Education steps for commissioning research, and characteristics of useful decision-oriented research. Six figures and one table are included. (LMI)

ED 352 719 EA 024 526

Johnson, Beverly M.
Documentation and Evaluation of School Restructuring: Dilemmas of a New Paradigm.
PUB DATE- Apr 92
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Action Research; Cooperative Planning; *Educational

for successful restructuring. Two organizational charts are included. (Contains 26 references.) (LMI)

ED 352 739 EA 024 554

Pitt, Elizabeth L.
Implementation of an Innovative Design: Restructuring the Virginia Department of Education. Policy Issues.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 92
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrative Change; *Administrative Organization; Elementary Secondary Education; *Organizational Change; State Agencies; *State Departments of Education; *Statewide Planning
IDENTIFIERS- *Virginia; *Virginia Department of Education

This paper describes the restructuring of the Virginia Department of Education, a process that began in 1990. Data were obtained from four sources: (1) Virginia Department of Education documents; (2) a prerestructuring study conducted by Price Waterhouse in 1989; (3) an evaluative report undertaken by the Joint Legislative Audit and Review Commission (JLARC); and (4) personal interviews with department staff. The Price Waterhouse study identified seven issues confronting the department: increasing student diversity; a changing workplace; local fiscal disparities; altered state-local relationships; the demands of state policymakers for outcome indicators; the activism of state policymakers nationwide in educational restructuring; and the need for a systemwide view of school improvement. The new structure features four hierarchical levels and three branches for student services; research, policy development, and information systems; and administrative services. A new request-for-proposal process, in which an "idea paper" can be generated by anyone within the department or local school division and is reviewed by top management in collaboration with experts, establishes an internal system of control. Although the change strategies appear to have worked, a midway evaluation report indicated the presence of poor staff morale, stress, and uncertainty. The recommendation is made to conduct a followup evaluation in approximately 2 years. One figure is included. (Contains 12 references.) (LMI)

ED 352 740 EA 024 555

Nissani, Helen; Garcia, Wendy
Family Service Workers: Facilitators of the Integration of Education and Human Services.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Services; Elementary Secondary Education; Family Programs; *Family School Relationship; *Human Services; School Community Relationship; *School Social Workers; *Social Services; *Social Work
IDENTIFIERS- *Family Service Workers

The emerging role of the family service worker is investigated in

Hutchinson, Robert J.
An Annotated Bibliography of Journal Articles on the Subject of Native American Students with Special Needs, 1985-1992.
PUB DATE- 27 Oct 92
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *American Indians; Annotated Bibliographies; Cognitive Style; *Cultural Influences; *Disabilities; *Educational Methods; Elementary Secondary Education; *Gifted; Handicap Identification; *Health; Learning Disabilities; Periodicals; Program Development; Social Problems; Staff Development; Student Evaluation; Student Placement; Substance Abuse; Talent
IDENTIFIERS- *Native Americans

This project attempts to provide a comprehensive list of recently written, high quality journal articles relating to the subject of Native Americans and special education, handicapping conditions, social and medical issues that may contribute to handicapping conditions, and alternative teaching methods that can be used to help Native Americans in special education settings. The journal articles listed were published from 1985 to 1992. All articles were selected based on: (1) relevance to the subject of Native American students and special education, and (2) the article's possible value as a resource to school personnel and teachers of exceptional Native American students. Articles describing research done in Canada are included. The bibliography is divided into seven sections, covering the following topics: (1) assessment (referral, identification, and special education placement); (2) health issues (medical problems, psychological problems, and substance abuse); (3) learning handicaps; (4) gifted and talented Native Americans and the need for alternative methods of referral and assessment; (5) program development and personnel training; (6) culture/language issues; and (7) cognitive style. Conclusions are drawn about the state of the literature in each of the seven bibliography areas, and suggestions for future research are offered. An appendix lists descriptors used in an Educational Resources Information Center (ERIC) search on this subject. (JDD)

ED 352 761 EC 301 691

Fink, Barbara B.
Increasing the School Psychologist's Use of Developmentally Appropriate Assessment Procedures When Evaluating Preschool Children by Developing and Implementing a Training Program for Practitioners.
PUB DATE- 22 May 92
NOTE- 102p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Research/Technical (143)
DESCRIPTORS- *Disabilities; Evaluation Methods; Handicap Identification; *High Risk Students; *Inservice Education; Measures (Individuals); Postsecondary Education; Preschool Education; Professional Education; *Psychological Evaluation; *School Psychologists; *Student Evaluation; Teamwork; Training

This practicum addressed the need to provide training and experiences for school psychologists serving preschool children and their families. The practicum involved preparing and presenting inservice training to special education cooperative

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- *Definitions; Elementary Secondary Education; *Learning Disabilities
IDENTIFIERS- ERIC Digests

This digest presents definitions of 30 important terms in the field of learning disabilities. They are: accommodations, assistive technology, attention deficit disorder, brain imaging techniques, brain injury, collaboration, developmental aphasia, direct instruction, dyscalculia, dysgraphia, dyslexia, dysnomia, dyspraxia, learned helplessness, learning modalities, learning strategy approaches, learning styles, locus of control, metacognitive learning, minimal brain dysfunction, multisensory learning, neuropsychological examination, perceptual handicap, prereferral process, resource program, self-advocacy, specific language disability, specific learning disability, subtype research, and transition. (DB)

ED 352 781 EC 301 711

Ahearn, Eileen M.
Analysis of State Compliance Monitoring Practices. Project FORUM.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Dec 92
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; *Compliance (Legal); *Disabilities; Educational Legislation; Educational Practices; Educational Quality; Educational Research; Elementary Secondary Education; *Evaluation Methods; Federal Legislation; Federal Regulation; National Surveys; Outcomes of Education; *Special Education; *Standards; *State Standards; Student Educational Objectives; Trend Analysis
IDENTIFIERS- *Monitoring

This report describes current state monitoring systems in special education, identifies trends across states, and examines critical issues. Data are based on discussions with monitoring personnel, responses to a 1992 survey, input from meetings, and analysis of documents provided by the states. Analysis focuses on five areas: (1) the composition and role of State onsite monitoring teams and variations in the conducting of site visits; (2) the use of focused and targeted monitoring by states; (3) instances of state monitoring that go beyond federal requirements especially in relation to the monitoring of student outcomes; (4) the use of sanctions and commendations, and the collection and dissemination of best practices; and (5) major revisions in state monitoring systems under consideration or development. Recommendations include the continuation and expansion of technical assistance efforts by federal monitoring staff and a wider availability of technology to streamline the monitoring process in the states and eliminate the repetitiveness of data gathering. The report also calls for a re-examination of the premises of compliance monitoring, its implementation at all levels, and its role in assuring appropriate service provision. An appendix provides a detailed analysis of survey results and a table of results. (Contains 6 references.) (DB)

ED 352 782 EC 301 712

AAC to receptive and expressive communication; and future research and education needs. (JDD)

ED 352 799 EC 301 733

Boyer-Stephens, Arden, Ed.
Transition Implementation Guide. Instructor Materials.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Special Education.
PUB DATE- Oct 92
NOTE- 271p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Agency Cooperation; *Curriculum; *Disabilities; *Education Work Relationship; Models; *Needs Assessment; Parent Participation; Postsecondary Education; Program Development; Program Evaluation; Resources; Secondary Education; *Student Educational Objectives; *Transitional Programs
IDENTIFIERS- *GEARS Model; Missouri

This transition model, called Guiding Education toward Adult Roles for Success (GEARS), provides a comprehensive framework from which transition services and programs can evolve. Three components of transition services are considered: transition partners, the transition process, and adult outcomes. After an introduction, the report's second section discusses how to build a transition program and how to gain administrative support. Sample needs assessments are included for parents, students, general education teachers, counselors, employers, administrators, vocational education teachers, special education teachers, agency personnel, and postsecondary education personnel. Section Three describes assessment of transition needs, noting who is responsible for assessing needs, and methods used to assess needs. This section provides interview questionnaires, sample transition assessment checklists, sample ecological assessments, and a district-wide assessment of transition needs. Section Four focuses on sample transition statements, goals, and objectives for such areas as career planning, community participation, legal services, transportation, and others. Section Five addresses curriculum, emphasizing the importance of a student-centered curriculum to prepare students for real and age-appropriate situations and providing curriculum guidelines for such transition areas as socialization, personal management, and health needs. Section Six examines parent, community, and interagency involvement and offers sample cooperative agreements. Section Seven, on assessing program effectiveness, gives examples of internal and external assessments. Section Eight lists resources, including state resources, local resources, resources for rural schools, creative solutions for funding, resources for transition to postsecondary education, disability-focused organizations, and Missouri school district transition programs. (Contains approximately 120 references.) (JDD)

ED 352 800 EC 301 734

Burnett, Milton
Increasing Clinicians' Diagnostic Knowledge Base by Development of Assessment and Evaluation Criteria for Severely Emotionally Disturbed Children and Adolescents with Substance Abuse Problems.

functional, they learned to speak, read, and write English. These experiences provided the children with an opportunity to observe demonstrations and engage in real speaking, reading, and writing processes using authentic materials and resources. Because the curriculum was child-centered, the children could choose experiences appropriate to their strengths and interests. As a result, they were motivated to learn in a risk-free environment. Recommendations are offered to administrators and to ESL and regular classroom teachers. A 38-item bibliography and a list of trade books used in the study are included. (Author/MSE)

ED 352 819 FL 020 846

Thorogood, John
Continuous Assessment ane Recording. Pathfinder 13. A CILT Series for Language Teachers.
PUB DATE- 92
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Evaluation Methods; *Evaluation Utilization; Foreign Countries; Language Teachers; National Programs; *Second Language Learning; *Student Evaluation
IDENTIFIERS- British National Curriculum; England; Wales

This sequel to "Recording Progress" (Pathfinder 1) reiterates the principles of recording for continuous assessment in second language learning and describes the British system originally adopted to implement those principles. Implications of the National Curriculum for continuous assessment are considered and then ways are suggested for handling the administrative issues. Focus is on the importance of integrating the process of planning, teaching, and assessment. Ways to involve students in their own assessment and recording are described. Other topics covered include coping with continuous assessment, recording pupils' performance, and reporting progress through a periodic review sheet. (LB)

ED 352 820 FL 020 847

Tierney, Daniel; Humphreys, Fay
Improve Your Image: The Effective Use of the OHP. Pathfinder 15. A CILT Series for Language Teachers.
PUB DATE- 92
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Techniques; Elementary Secondary Education; Foreign Countries; Language Teachers; *Overhead Projectors; *Second Language Instruction; Transparencies; *Visual Aids; *Visual Stimuli

The overhead projector (OHP) is described as one of the simplest and most versatile resources available to the language teacher, yet one that is frequently undervalued and underutilized. It can be used to support classroom practice in many ways:

ED 352 839 FL 020 876

Chandler, Martin Trent
Toward a Context-Specific Language Policy for Developing Countries with an Emphasis on Language-in-Education.
PUB DATE- May 92
NOTE- 194p.; M.A. Thesis, Biola University.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Bilingual Education; Case Studies; *Developing Nations; Ethnicity; Foreign Countries; *Language of Instruction; *Language Planning; *Language Role; Minority Groups; Multilingualism; Policy Formation; *Public Policy; *Social Integration
IDENTIFIERS- Malaysia; Peru; Yugoslavia

A discussion of language policy and planning in developing nations with diverse student populations focuses on the role of language in education. Through review of the literature, history, and case studies, the relationship between language policy and the integration of ethnolinguistic minorities is examined. The first chapter surveys language-related issues in developing countries, including the instrumental and sentimental dimensions of language use, bilingualism and multilingualism, and three approaches to language: as problem, as resource, and as a right. Chapter 2 examines nation-building strategies often used by political authorities in developing countries and their potential effects on policy formation. The third chapter looks at defining characteristics of bilingual education and the unique qualities of language policies for education in different countries. A subsequent chapter examines the relationship between language and ethnicity, particularly as they relate to individual and ethnic identity. Chapter 5 presents case studies of the situations in Peru, Yugoslavia, and Malaysia. The final chapter outlines a framework for language planning to facilitate economic modernization and sociopolitical development while allowing for preservation of ethnic identity. A 251-item bibliography is included. (MSE)

ED 352 840 FL 020 878

Cox, Juanita
A Study of the Linguistic Features of Cajun English.
PUB DATE- 92
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Contrastive Linguistics; Elementary Secondary Education; *English; English (Second Language); *Folk Culture; French; *Language Patterns; *Language Variation; *Regional Dialects; Standard Spoken Usage; Student Characteristics; Vocabulary
IDENTIFIERS- *Cajuns; *English (Cajun); Louisiana

The study contrasts Acadian English (Cajun) spoken in Louisiana with the local standard English, describing the linguistic features (pronunciation, grammar, vocabulary) of the dialect in non-technical language. The objective is to inform elementary and secondary school teachers and others involved in education and curriculum development for a population including Cajun students. Data were drawn from analysis of taped sessions with K-12 children from over 30 schools, interviews with 225 teachers in predominantly French-speaking communities, and analysis of works by Cajun authors, including dialect writings, specific difficulties related to first language, and cultural awareness. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 352 859 FL 800 581

Brickman, Bette
Advertisements in the Basic Skills Writing Class.
PUB DATE- Mar 92
NOTE- 12p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (26th, Vancouver, British Columbia, Canada, March 3-7, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advertising; Basic Skills; Commercial Television; *Critical Thinking; Cultural Awareness; *English (Second Language); Instructional Materials; *Literacy Education; Periodicals; *Persuasive Discourse; *Writing Instruction
IDENTIFIERS- *Authentic Materials

Advertising in the mass media contains a wide variety of psychological, emotional, and cultural messages. In basic skills and English-as-a-Second-Language writing instruction, ads can be used to exemplify writing models presented in class. Basic skills students often come to writing classes discouraged or prepared for failure, and the structure of most writing textbooks is confusing and/or patronizing. By contrast, advertisements provide real-life illustrations of argument, cause and effect, and persuasion. They can be particularly effective, when carefully chosen, in teaching foreign students. Learners can collect ads containing examples of concepts being taught in class, idioms, and figurative language. Because they contain persuasive information, ads may be easier to decipher than many other materials. Analysis of ads also lends itself to collaborative learning. Ads are readily available in a wide range of forms, some with intentional grammatical or spelling errors. Comparison of advertising for similar products across audiences or media (e.g., magazine versus television), analysis of layout and placement in a publication, and examination of content and appearance are useful exercises. With training, students can learn to think critically, distinguish faulty from sound logic, and analyze the influence ads have on the consumer. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 352 860 FL 800 585

Hagen, Stacey, Ed.; And Others
Washington State Core Competencies Model Curriculum: English as a Second Language, Level 2. Version 1.0.
SPONS. AGENCY- Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE- Aug 90
NOTE- 327p.; Written by Michael Tate and Garnet Templin-Imel. For a related document, see FL 800 586.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Behavioral Objectives; *Competency Based Education; Curriculum Design; *Daily Living Skills; *English (Second Language); Evaluation Criteria; Grammar; Language Patterns; *Language Skills; Listening Skills;

listing general financial aid programs; and a set of five indexes. The first portion describes the financial aid programs which include formal academic classes, courses of study, degree-granting programs, independent study, seminars, workshops, and student internships abroad. The profiles are grouped in four chapters aimed at specific population groups: (1) high school and undergraduate students; (2) graduate students; (3) post-doctorates; and (4) professional or other individuals. The annotated bibliography of general financial aid directories lists 60 key directories published in 1985 or later that describe domestic programs and resources available for use in the United States. The directories are listed by type of program and each entry contains basic bibliographic information and an annotation specifying scope, arrangement, publication history, and special features. The directory contains five indexes, a program title index, a sponsoring organization index, an index listing programs by geographic coverage, a subject index, and a calendar index. Also included is a currency conversion chart. (JB)

ED 352 878 HE 026 072

Brown, Valerie L.
An Economic Recession: State Budget Cuts and Their Effect on Colleges and Universities.
PUB DATE- 92
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Students; *Contracts; *Court Litigation; Financial Exigency; Higher Education; Legal Problems; Legal Responsibility; Program Termination; Reduction in Force; Resource Allocation; *Retrenchment; State Aid; *State Colleges; *State Universities; *Student School Relationship
IDENTIFIERS- *Recession; Syracuse University NY

This articles examines litigation which has been generated as a result of fiscal cut-backs at institutions of higher education and looks at the rights and obligations of college and university administrators and students as well as possible future trends. A first section details the effects of budget reductions at California state institutions where the recession has prompted deep cuts in state allocations for education. A following section describes the situation at Syracuse University (New York) and its plans to cut spending over the coming years by freezing salaries and eliminating major academic programs. The paper goes on to describe the types of legal questions that such actions are raising particularly whether students and or universities may assert standard contract theories such as impossibility of performance, express and implied contract, foreseeability, and damage. Specific cases are reviewed including "Beukas versus Fairleigh Dickinson University," "Napolitano versus Princeton University Board of Trustees," AASE versus State of South Dakota Board of Regents," "Eden versus the Board of Trustees of the State University of New York," and "Peretti versus the State of Montana". A conclusion looks at the possible future impact of decreased support for higher education. Included are 43 references. (JB)

ED 352 879 HE 026 077

Spencer, Anne; And Others
Women in Further and Higher Education Management.

and discusses how to compare that data usefully with that of other institutions. Section III looks at faculty advancement and minority success. Section IV presents findings of a survey on job satisfaction. Section V discusses faculty expectations given by the hiring process. Section VI looks at how department chairs can help or hinder young faculty aiming for tenure. Section VII describes faculty collegiality and its value. Section VIII looks at institutional expectations of faculty. Section IX discusses trust among faculty and administrators. Section X treats equity officers. Section XI describes complaint procedures. Section XII covers affirmative action. Section XIII examines mentoring. Section XIV looks overall at the reward system in light of diversity goals. (Includes 65 end notes) (JB)

ED 352 897 HE 026 097

Dooris, Michael J.; Fairweather, James S.
The Organization of Academic Research: Faculty Behavior and Perceptions. ASHE Annual Meeting Paper.
PUB DATE- 29 Oct 92
NOTE- 23p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Minneapolis, MN October 28-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Rank (Professional); *Biotechnology; *College Faculty; Departments; Faculty College Relationship; Faculty Promotion; Higher Education; Institutional Characteristics; Productivity; *Research and Development Centers; *Research Projects; Research Universities; *Teacher Attitudes; Teacher Behavior
IDENTIFIERS- *ASHE Annual Meeting

This study examined the relationship between organizational form and faculty behavior for biotechnology faculty in research universities. In particular the study looked at the perceptions and role of nondepartmental organized research units as compared to the more traditional university structures of discipline rank, tenure status,and institutional prestige. The population for the study consisted of three research universities with biotechnology programs focused on regional economic development. Fifty-eight academic administrators and faculty members in biotechnology and related disciplines were interviewed. Analysis of the data found that, although formal research structure influenced faculty behavior, professors in research universities cared most about the values and norms of their academic discipline and their standing in the profession overall. Faculty members in research universities appeared to possess scarce skills and knowledge and have substantial control over their time. Faculty reward structure in these institutions was dependent on external peer review and participation in professional societies. Thus the effect of any mechanism for organizing faculty research depends on how well the structure matches the values and norms of faculty culture. The effect of any such structure also depends on local circumstances, the environment, and the goals of the institution. (Includes 22 references.) (JB)

ED 352 898 HE 026 098

Tonjes, Nan
General Education and Institutional Culture: A Case Study in

the impact of the economy on the living standards of the United States. An executive summary gives an overview of the economic realities that characterize the state of the working nation. Other introductory materials include an introduction to the material and information on the presentation and methodology. Chapter 1 examines changes in income level in recent years relative to other periods since 1947 and the growth of inequality and its causes. It shows that pretax incomes of most families have stagnated, whereas incomes of wealthy families have grown significantly. Chapter 2 focuses on changes in the level and distribution of taxes to examine the extent to which the tax system has exacerbated or ameliorated the slow and unequal income growth of the 1980s. The third and fourth chapters examine the labor market trends (wages and employment) that are at the heart of the growth in inequality and the sluggish income growth. Chapters 5 and 6 broaden the income analysis by examining trends in wealth and poverty. Chapter 7 examines income trends by geographic location (region/states, urban/rural). Chapter 8 shows how Americans are losing access to education, housing, health care, and child care. Chapter 9 compares trends in the U.S. to those in other advanced countries. Appendixes include table notes, figure notes, background information on analysis of wage data from the Current Population Survey, and a 136-item bibliography. (YLB)

ED 352 446 CE 062 383

Bogard, Gerald
Education, Poverty and Insecurity. A New Social Contract To Restore the Dignity of the Very Poor and Strengthen General Solidarity.
PUB DATE- 20 Nov 91
NOTE- 34p.; Adult Education and Social Change Project.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Adult Literacy; Adults; Disadvantaged Environment; *Dislocated Workers; Economically Disadvantaged; *Economic Factors; *Educationally Disadvantaged; Employment Potential; Financial Support; Foreign Countries; Illiteracy; *Poverty; Poverty Programs; *Role of Education; Social Agencies; Social Responsibility; *Unemployment; Welfare Services
IDENTIFIERS- *Europe

The chains that link economic, social, cultural, and other factors to produce poverty need to be broken. The number of poor people has increased: one European in eight lives below poverty thresholds. New social categories are affected; the proportion of adults of working age is rising. The new poverty is also different because of its geographical location and concentration in cities. Financial poverty is exacerbated by numerous other factors--inadequate schooling, lack of vocational skills, family size, and health problems. If poverty is regarded as a social construct, a powerful connection is found among a low income based on public assistance, confinement to certain types of housing and certain types of economy, and a lower life expectancy. A deficient education is a consequence of poverty that means less power. As workers become less interchangeable, the mechanisms of social protection prove unable to cope. Long-term unemployment combines in a different way the various elements along the road toward poverty, which is the process of growing insecurity. Social mechanisms contribute to living for the moment.

mastery of knowledge of the industrial process was achieved, ratings by supervisors of employees' mastery of the industrial process were high, 67-85 percent of participants perceived learning gains in the various content and skill areas addressed, and equipment downtime was reduced. A broad range of dissemination activities and a set of curriculum materials were developed, including 15 lessons. A third-party evaluation is attached. It confirmed the findings of the project's self-evaluation. (KC)

ED 352 464 CE 062 554

Mann, Sandra; And Others
JOBS. A Partnership between Education and Industry.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 92
NOTE- 496p.; For a related report, see CE 062 552.
LANGUAGE- English
EDRS Price- MF02/PC20 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; Assembly (Manufacturing); *Basic Skills; Cooperative Programs; *Foundries; *Learning Activities; Lesson Plans; Machine Tools; Metal Industry; *Metal Working; *On the Job Training; Pretests Posttests; Semiskilled Occupations; *Skill Development
IDENTIFIERS- *Workplace Literacy

This packet contains 15 lessons developed in a workplace basic skills project for the metal casting industry established jointly by Central Alabama Community College and Robinson Foundry, Inc. The lessons cover the following topics: (1) green sand schedule; (2) the core room; (3) the core room (continued); (4) figuring time; (5) the cleaning room; (6) the EPS (Evaporated Polystyrene System) process; (7) green sand; (8) EPS-1; (9) EPS-2; (10) grinding production sheet; (11) building and grounds; (12) molding production sheet; (13) forms; (14) grinding production sheet; and (15) vocabulary. Lessons contain information sheets, vocabulary (in some cases), technical information particular to the Robinson Foundry, pretests/posttests with answers, and learning activities for each of the factory processes covered in the lessons. (KC)

ED 352 465 CE 062 559

McDonnell, Lorraine M.; Zellman, Gail L.
Education and Training for Work in the Fifty States: A Compendium of State Policies.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 440p.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Comparative Analysis; *Educational Finance; *Educational Policy; Federal Aid; Federal Programs; *Government Role; *Job Training; Postsecondary Education; *Public Policy; Secondary Education; State Aid; *State Government; State Programs; Statewide Planning; *Vocational Education; Welfare Recipients
IDENTIFIERS- Job Opportunities and Basic Skills Program; Job Training Partnership Act 1982

This report and the database on which it is based provide an

(Communication); Educational Media; Educational Strategies; High Schools; Independent Study; *Information Transfer; *Inservice Teacher Education; Modernization; Secondary School Teachers; *Teacher Attitudes; Teacher Education; Teaching Methods; Technological Literacy; *Technology Transfer; Vocational Education; *Vocational Education Teachers
IDENTIFIERS- *Ohio

An exploratory study of the factors underlying vocational teachers' attitudes toward using microcomputers to supplement inservice education found that two factors (the teachers' belief in the educational value of microcomputers and their confidence in using the computers) accounted for about 44 percent of the variance in their attitudes. Data were collected by mailed questionnaire from a computer-generated random sample of 350 vocational teachers drawn from a frame of 1,341 vocational teachers in central Ohio. The return rate of usable questionnaires was 72 percent. The questionnaire consisted of 37 items to which the subjects could respond on a 5-point Likert-type scale. (Abbreviated examples of the items are as follows: "Microcomputer use should be encouraged"; "Microcomputers create problems"; "I wouldn't want to use microcomputers"; "Using microcomputers adds interest"; "Microcomputers can help individuals acquire knowledge"; "Microcomputers are too complicated to use"; "I'd be willing to send electronic messages"; and "I know about commercially produced computer programs.") Factor analysis of the data was conducted. The researchers recommend that teacher educators planning inservice education programs ensure (through practical examples and application of microcomputer use for teaching and learning activities) that teachers understand the value of microcomputers and that they reinforce the teachers' confidence in computer use by demonstrating how microcomputers can be used in computer conferencing and electronic mail. (Contains 20 references.) (CML)

ED 352 483 CE 062 621

Hudis, Paula M.; And Others
Educational Needs and Employment Trends of Environmental Hazardous Materials Technicians and Related Workers.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 214p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Programs; Community Colleges; *Educational Needs; *Employment Projections; *Hazardous Materials; Job Analysis; *Labor Needs; Occupational Safety and Health; Paraprofessional Personnel; *Program Development; *Technical Occupations; Two Year Colleges

A study was conducted to assess trends in the supply and demand for environmental hazardous materials (EHM) technical and related workers and to identify the skills and knowledge required of personnel in these positions. Information for the study was gathered through interviews, focus groups, and data from a mailed survey of employers of EHM personnel in private industry and Department of Energy facilities (n=128) and educators in community colleges (n=94). Some of the findings were the following: (1) an adequate supply of trained technician-level personnel in the environmental management industry is not readily available, and demand for such training and continuing training; continuing training and migration; training and continuing training in enterprises; vocational training and continuing training in the context of regional, structural, and development policies; continuing training of women; and continuing training at school in the context of adult training. Examples of programs on these themes were provided for each of the five countries. The "Eurotrain" concept of learning exchange was explored and endorsed. (KC)

ED 352 501 CE 062 649

"Keep on Truckin'" Literacy Program for Adults : Performance Report; Teacher's Handbook; Final External Evaluation Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- Dec 92
NOTE- 242p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Certification; Context Clues; *Driver Education; Hazardous Materials; Job Training; Literacy Education; Occupational Safety and Health; Postsecondary Education; Public Health; Reading Skills; State Licensing Boards; *Traffic Safety; *Transportation; Vocabulary; *Vocabulary Development; Vocabulary Skills
IDENTIFIERS- *Commercial Drivers License; DACUM Process; Florida; Truck Drivers; *Workplace Literacy

This document is composed of a performance report, a teacher's handbook, and an evaluation report of a workplace literacy program to prepare drivers for the Commercial Drivers' License examination. The performance report addresses actual accomplishments of five objectives. It identifies the number and characteristics of project participants who completed and did not complete activities and the outcomes of those who did; it also reports dissemination and project evaluation activities. The teachers' handbook contains a description of the "Keep on Truckin'" program, list of procedures teachers are expected to follow, suggestions for presenting the material, copies of required forms, a blank certificate of participation, and a flier advertising the program to commercial truckers. The evaluation report section of the document covers the purpose of the inquiry, major questions asked, data collection, program implementation, major findings, and evaluator's comments. The bulk of the evaluation report is nine appendices, which contain the following: inservice training materials regarding the DACUM (Developing a Curriculum) process to identify competencies and competencies the project recommends workplace literacy instructors have; selected materials used to develop the Systematic Curriculum and Instructional Development model; an implementation schedule for the Keep on Truckin' program; selected supporting materials such as letters and awards certificates; selected administrative documents and committee minutes; fliers, announcements, and memoranda; selected listing of program participants and employers who were interviewed; and copies of news clippings. (CML)

ED 352 502 CE 062 652

Flannery, Daniele, Ed.; And Others
Commission of Professors of Adult Education. Proceedings of the Annual Conference (Montreal, Quebec, Canada, October 13-15,

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Design; *Educational Change; Educational Development; Educational Environment; Educational Facilities; *Educational Facilities Design; Educational Innovation; Educational Principles; Educational Research; Educational Technology; Flexible Facilities; Guidelines; High Schools; Integrated Curriculum; Multipurpose Classrooms; Open Plan Schools; Relevance (Education); Role of Education; *School Buildings; School Organization; School Role; School Space; Vocational Education

The New Designs for the Comprehensive High School project used the break-the-mold design-down process to develop a prototype high school. The basic building block of this design is the personal workstation, not the classroom. Combining the personal workstation with the desire for teaming leads to the idea of a small, flexible group space that accommodates several personal workstations. High school students are grouped into approximately 100 pupils and gathered around a resource/production space to facilitate project-focused tasks. Neighborhoods that are virtually stand-alone schools are created. Along with the multiple-use commons, they give students a meaningful environment with a special identity. The flexible studio frees the school organization from the limitations of the physical environment and allows for the complete integration of vocational and academic subject matter. Support staff are located in as friendly and accessible a manner as possible. Learning technology permits information to be everywhere. Instructional material centers, computer rooms, and the problems of scheduling access to them no longer exist. Many places in the design provide for demonstration and display, now an important part of assessment. This design connects students to their surroundings and provides space for the community in the school. (Three tables show hierarchical organization and space requirements. Eleven figures depict relationship diagrams and graphic representations of the new designs.) (YLB)

ED 352 519 CE 062 674

Rickabaugh, James R.; And Others
Learning Costs: Operating Cost Analysis for New Designs for the Comprehensive High School.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 29p.; In "New Designs for the Comprehensive High School. Volume II--Working Papers"; see CE 062 664.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cost Estimates; *Educational Change; Educational Development; Educational Finance; Educational Innovation; Educational Principles; Educational Research; Educational Technology; *Expenditure per Student; Guidelines; High Schools; Integrated Curriculum; Program Costs; Relevance (Education); Role of Education; School District Spending; School Organization; School Role; Vocational Education

The cost factors involved in the New Designs for the Comprehensive High School project were compared with the traditional operating costs of a comprehensive high school in the United States. The high school cost analysis was based on expenditure profiles developed by the Educational Research

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; Adult Educators; Alumni; Communication Skills; *Community Relations; Inservice Teacher Education; Program Development; Program Effectiveness; Program Implementation; *Public Speaking; School Holding Power; Skill Development; *Speeches; Student Recruitment
IDENTIFIERS- 353 Project; *Speakers Bureaus

This document reports on a project to conduct four to six in-service workshops for adult basic education (ABE) educators to develop their public speaking skills and create a speakers' bureau of ABE alumni. The goal of the speakers' bureau was to increase recruitment and retention of ABE students and improve public awareness of ABE. The packet of materials developed to conduct the workshops are part of an appendix that makes up the greater part of this document. The appendix also includes the following: letters to community groups which might have speakers from the speakers' bureau at their meetings, a list of organizations contacted, outlines of lessons on public speaking, information sheets on preparing various types of speeches, and sample speeches. (KC)

ED 352 538 CE 062 704

Towards the ABE Promised Land: Creating a Successful Learning Environment by Examining Retention Rates. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.
PUB DATE- 30 Jun 92
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Adult Students; *Dropout Prevention; Dropouts; *Educational Practices; Females; *Literacy Education; *Program Effectiveness; *Program Improvement; *School Holding Power; Student Attitudes; Student Welfare; Teacher Attitudes; Womens Education
IDENTIFIERS- 353 Project; *Lutheran Settlement House PA

A study of the Philadelphia Lutheran Settlement House's Women's Program was conducted to determine what methods and practices the program uses to maintain a high retention rate (75 percent) of students in its adult basic education (ABE) classes and what else can be done to retain students more effectively. Data were gathered from two basic literacy classes and two adult basic education classes (which began with a total of 78 students) through interviews with students who dropped out, in-depth interviews with a sample of students, follow-up interviews with students who remained in the classes, and discussion with the teachers of the classes. Analysis of the data comparing students who dropped out of the program and those who were retained identified three main factors that lead to student retention: support from others to continue attending classes, sense of self-esteem and personal empowerment, and quality of teacher interaction. Recommendations were made to improve retention rates by increased follow-up with students who miss classes, a more extensive orientation and registration program, ongoing student support systems, staff development, and improved student support services. (Appendixes to the report include the following: education program statistics for 1991-92, initial and second student interview forms, interview sheet for students who dropped out, teacher interview questions, and a sample of collaborative student writing to welcome new

*Work Attitudes; Work Ethic; Work Experience
IDENTIFIERS- *Minnesota

A study charted family, school, workplace, and community experiences that are relevant to the vocational development of high school students, focusing on five areas of influence: allowance practices within the family, economic status, paid work experience, volunteerism, and gender differences. The data were from the "Youth Development Study," a 4-year longitudinal study in which questionnaires were distributed in St. Paul, Minnesota, classrooms each year in grades 9-12. Study findings were as follows: (1) receipt of an allowance increases adolescents' interest in money; (2) poor and nonpoor students hold similar occupational aspirations, but poor adolescents have lower feelings of economic self-efficacy regarding future vocational goals; (3) the quality of the work experience, rather than employment status or the number of hours worked, significantly affects occupational value formation (the opportunity to acquire skills on the job strengthens adolescents' intrinsic orientations toward work); (4) participation in volunteer activity affects intrinsic and person-oriented work values among boys and enhances feelings of self-esteem among girls; and (5) gender differences concerning future family plans and in feelings of economic self-efficacy have important consequences for the development of vocational skills and the ultimate achievement of vocational goals (girls exceed boys in their aspirations regarding occupational attainments). (Contains 120 references.) (CML)

ED 352 556   CE 062 755

Koziol, Kenneth G.
Novels and Short Stories about Work: An Annotated Bibliography.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Administration; Agriculture; Business; Career Choice; College Students; *Education Work Relationship; Employed Women; *Employment; Entrepreneurship; Equal Opportunities (Jobs); Ethics; Higher Education; *Integrated Curriculum; International Trade; Interpersonal Communication; Job Skills; *Literature; Marketing; *Novels; Secondary Education; Secondary School Students; *Short Stories; Technology; Work Attitudes; Work Environment

This document contains an annotated list of novels and short stories written in English or available in translation that teachers can use to help students at the secondary and college levels think critically about the world of work. The categories by which they are organized are as follows: agriculture, business, career (choices, paths, and obstacles), customer relations, discrimination (racial, gender, and so on), entrepreneurship, ethics (the effect of work on the ethical fabric of society), international business, management, marketing, performance (evaluation of the quality of a person's work on society), technology and how it affects the workplace, unions, the value of work, women and work, working conditions, work relations (how one gets along with coworkers and supervisors), and work skills. The document begins with a discussion of the following topics: literature and the curriculum, why study work? why look at work through the lens of literature? the adolescent and work literature, and male Migrant students continued with schooling than females. In the second experiment the data were reanalysed, excluding data from students whose fathers' status was pensioner or unemployed and whose mothers' status was pensioner, unemployed, or housewife. From the results it appeared that parental occupational status was related to student's decision-making to continue with school but the effects varied for males and females across the cultural groups studied. (ABL)

ED 352 575 CG 024 680

Heck, Edward J.; And Others
A Study Reexamining Alcohol Use among University of Kansas Students.
SPONS. AGENCY- Kansas Univ., Lawrence.
PUB DATE- 92
NOTE- 11p.; For previous study, see ED 301 834.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Alcohol Abuse; *College Students; *Drinking; Higher Education; *Incidence; Trend Analysis
IDENTIFIERS- *University of Kansas

This 1992 survey of alcohol use of university students conducted at the University of Kansas used identical sampling procedures and contained many of the same items as a previous survey conducted in 1988. A total of 493 questionnaires were returned. A total of 49 students or 9.9% claimed to not have had an alcoholic beverage or to have had one only once or twice in their life. Over 57% of students who reported using alcohol reported high school as the period of their onset of regular use of alcoholic beverages. Over 50% reported drinking less than once a week. Over 11% reported drinking seven or more drinks per occasion of typical drinking. In frequencies and percentages of consumption, 51.4% were categorized as light drinkers, 37.4% as moderate drinkers, and 11.3% as heavy drinkers. The two most mentioned negative effects of drinking were arguments with boy/girlfriend and indiscriminate sexual activity. Items from the CAGE screening test for alcoholism were used with feeling the need to cut down reported by 31.1% of the students. Students appeared to be acting more responsibly by drinking less than they did 4 years previous. Because of the inability of the CAGE to identify problem drinking, there is a strong need to develop a screen device for problem drinking to be used in college counseling offices. (ABL)

ED 352 576 CG 024 681

Yang, Julia
Chilly Campus Climate: A Qualitative Study on White Racial Identity Development Attitudes.
PUB DATE- 92
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Blacks; College Faculty; *College Students; *Employee Attitudes; Employees; Higher Education; Qualitative Research; Racial Attitudes; *Racial Bias; *Racial Identification; *Racial Relations; *Student Attitudes; Teacher Attitudes; *Whites; White Students
IDENTIFIERS- Faculty Attitudes

Racism is on the rise at colleges and universities around the country. This study was developed from a racial incident that the proposed model of adolescent worry. Subjects (N=605) were adolescents from two distinct regions. The first included adolescents (N=427) from a southern United States urban housing project and the second group of adolescents (N=178) were students from a high school and an intermediate school in the western United States. The Adolescent Health Survey which assesses the degree of worry adolescents may have was used; demographic data was collected. The results indicated that younger adolescents were more worried about issues related to personal and family situations in comparison to older youth. Also the female adolescents expressed significantly greater concern about their peer and family situations than did the male participants. Furthermore, the findings revealed that the Black youth surveyed expressed fewer worries about their peer and personal issues than did the Asian, Hawaiian, Native Am[illegible] and White Adolescents. Collectively, these findings sug[illegible] it may be an oversimplification to conceptualize ado[illegible]ries within four primary domains without ackn[illegible] complex interaction between the unique perso[illegible]istics of youth and the types of issues with which they [illegible]kely to be most concerned. (Contains 30 references and 4 tables.) (ABL)

ED 352 595 CG 024 700

Allen, Sandra F.; Dlugokinski, Eric L.
Teaching Children Emotional Competence Skills in the Classroom.
PUB DATE- Aug 92
NOTE- 21p.; Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Coping; *Elementary School Students; *Grade 4; High Risk Students; Intermediate Grades; *Interpersonal Competence; *Locus of Control; Program Effectiveness

Children at high risk for problematic behaviors and emotional problems seem to show limited internal boundaries to control their direction and attention and violation of the boundaries of others. This study addressed the relative impact of a coping skills curriculum on locus of control in 4th-grade high risk students. Fourth grade students (N=96) from three high risk schools were chosen to participate in the study. The Enhancing Emotional Competence curriculum was used which has as a foundation exercise "The Turtle Story" in which a wise old turtle teaches younger turtles to recognize and accept their feelings, pause and gain their composure, think about their options for action, and act on their best choice. Five classrooms were assigned to participate in the three intervention modes: no curriculum; curriculum for 12 weeks; and curriculum for 24 weeks. The Nowicki-Strickland Locus of Control Scale was used for evaluation. Results indicated that the most significant impact occurred in the group receiving the 24-session intervention. There were virtually no changes in locus of control in the 12-session intervention, but there were significant differences between the 24-session and both the 12-session intervention group and the no intervention group. The 24-session group was the only group that also demonstrated significant progress from pre-test to post-test. (ABL)

ED 352 596 CG 024 701

Reading Conference (42nd, San Antonio, TX, December 2-5, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; Higher Education; Models; *Preservice Teacher Education; Reading Instruction; Reading Processes; Reading Research; *Reading Teachers; Special Education; *Student Teachers; *Teacher Behavior; *Teaching Methods; *Theory Practice Relationship

A study explored student teachers' adherence, rejection, or modification of their course work-generated (but untested or "idealized") model of reading when faced with the demands of the classroom. Fifty senior education majors enrolled in an integrated elementary and special education program at an urban university wrote reflective essays, submitted lesson plans and narrative lesson scripts, and were observed by their university supervisors during their full year of student teaching. Results indicated that most of the student teachers appeared to have internalized the basic concepts stressed during their developmental reading course--that reading is an interactive cognitive process and that reading instruction should be guided by thoughtful analysis of the reader's needs and goals. Results also indicated that: (1) lesson observations and student teacher reflections generally were in agreement; (2) most of the student teachers clearly indicated how, when, and if they changed their beliefs; but (3) a few student teachers parroted what they felt was the expected answer when they wrote their reflective essays. (Fifteen references are attached.) (RS)

ED 352 616 CS 011 112

Dickinson, David K.; Smith, Miriam W.
Preschool Contributions to Early Language and Literacy Development.
PUB DATE- Dec 92
NOTE- 13p.; Paper presented at the Annual Meeting of the National Reading Conference (42nd, San Antonio, TX, December 2-5, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Reading; Classroom Research; Early Childhood Education; Elementary School Students; *Language Acquisition; *Predictor Variables; Preschool Children; Preschool Education; Pretend Play; Reading Research; Teacher Attitudes; Teacher Role; Teacher Student Relationship; Vocabulary Development
IDENTIFIERS- *Emergent Literacy; Project Head Start

A study examined the effects of specific literacy-related activities in preschool on subsequent language and literacy-related knowledge. All of the subjects were eligible for Head Start or comparable programs, with half of the classrooms being Head Start classrooms. When the subjects were 3 years old, a total of 63 children were visited in 48 different rooms; when the children were 4 years old, 78 children were visited in 55 rooms. Spontaneous conversations were recorded, context notes were taken, tape recordings were coded, and each teacher was interviewed. Results indicated that: (1) there were significant relationships between preschool experiences and a range of emergent literacy skills at the end of kindergarten; (2) similar clusters of positive predictors emerged for each aspect of children's emerging literacy and language abilities across ability areas; (3) child-child interactions were related to

ED 352 636 CS 011 134

Scharer, Patricia L.
Perceptions and Practices: An Exploration of Literature Discussions Conducted by Teachers Moving toward Literature-Based Reading Instruction.
PUB DATE- Dec 92
NOTE- 23p.; Paper presented at the Annual Meeting of the National Reading Conference (42nd, San Antonio, TX, December 2-5, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Classroom Environment; Classroom Research; Discussion (Teaching Technique); Elementary School Teachers; Intermediate Grades; *Literature Appreciation; Reading Instruction; Reading Research; Student Centered Curriculum; *Teacher Attitudes; *Teacher Behavior; *Teacher Role; *Whole Language Approach
IDENTIFIERS- *Response to Literature; Trade Books

A study explored the changing role of the elementary teacher within the context of book discussions as teachers move from basal instruction to literature-based reading instruction. As part of an earlier study, two upper-grade teachers consistently expressed concern during interviews and group discussions with their colleagues about how to foster both literary appreciation and literacy achievement through book discussions. Three additional classroom book discussions were videotaped one year after videotapings were made in connection with the earlier study. Both teachers were interviewed before and after the book discussions concerning how they planned, organized, facilitated, and evaluated the discussions. Results indicated that although both teachers had goals of fostering child-centered discussions supporting higher-level thinking, one teacher seemed unable to adjust her instructional stance in ways that would foster a more student-centered discussion, while the other teacher appeared to value students' interpretive and critical thinking and was also able to orchestrate classroom conditions to foster such talk during book discussions. Findings support the argument that teachers may claim to value creative, interpretive responses but concentrate mainly on literal responses in the discussions they actually conduct. (Three tables of data are included; 19 references are attached.) (RS)

ED 352 637 CS 011 135

Bean, Rita M.; And Others
What Makes Chapter I Special: Perceptions of Reading Specialists, Classroom Teachers, and Principals.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- Dec 92
NOTE- 23p.; Paper presented at the Annual Meeting of the National Reading Conference (42nd, San Antonio, TX, December 2-5, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Compensatory Education; Elementary Education; Principals; *Program Effectiveness; Reading Consultants; Reading Teachers; Remedial Programs; *Teacher Attitudes
IDENTIFIERS- Educational Issues; *Education Consolidation Improvement Act Chapter 1; Focus Groups Approach; Pennsylvania

Van Winkle, Harold
EEG: Elements of English Grammar: Rules Explained Simply.
PUB DATE- 90
NOTE- 323p.; For accompanying workbook, see CS 213 614.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Autoinstructional Aids; English; *English Instruction; *Grammar; Higher Education; Independent Study; Programed Instructional Materials; Secondary Education; Study Guides
IDENTIFIERS- Rule Learning

Intended to help interested people speak and write more correctly through self-instruction, this book presents the basic rules of standard English grammar in an easy-to-understand manner. The book's six chapters are as follows: (1) The Sentence; (2) Parts of Speech; (3) Case; (4) Modifiers; (5) Agreement; and (6) Building Better Sentences. The sections within each chapter contain numerous examples as well as practice items. A glossary of grammatical terms is appended. (SR)

ED 352 657 CS 213 614

Ratti, Marianne
EEG: Elements of English Grammar: Rules Explained Simply. Workbook.
PUB DATE- 91
NOTE- 175p.; For the main text, see CS 213 613.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; Autoinstructional Aids; English; *English Instruction; *Grammar; Higher Education; Independent Study; Programed Instructional Materials; Secondary Education; Workbooks
IDENTIFIERS- *Elements of English Grammar (Van Winkle); Rule Learning

This workbook is a supplement to Harold Van Winkle's "Elements of English Grammar: Rules Explained Simply," a book intended for self-instruction which presents the basic rules of standard English grammar in an easy-to-understand manner. The workbook's six chapters correspond to those in the book and contain exercises on: (1) The Sentence; (2) Parts of Speech; (3) Case; (4) Modifiers; (5) Agreement; and (6) Building Better Sentences. Two appendixes contain 12 sample tests, and the answers to those tests. (SR)

ED 352 658 CS 213 617

Heber, Janice Stewart
Critical Reception of Thomas Hardy's Short Stories: Finding "The Key to the Art."
PUB DATE- Mar 92
NOTE- 17p.; Paper presented at the Annual Meeting of the College English Association (23rd, Pittsburgh, PA, March 27-29, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

journalists' understanding of the philosophy. (Fifty-two notes are included, and 54 references are attached.) (RS)

ED 352 678 CS 213 645

Gupta, Abha
Kidwatching Going beyond the Language of the Test.
PUB DATE- 92
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Discourse Analysis; Early Childhood Education; *Evaluation Methods; Language Research; *Language Tests; Language Usage; Student Evaluation; Test Validity
IDENTIFIERS- Alternative Assessment; Grammatical Analysis of Elicited Language

A study examined the linguistic forms in the discourse of speakers during a language test to indicate why they use certain specific forms over others. Ten children were given the Grammatical Analysis of Elicited Language--Simple Sentence Level Test (GAEL), a language proficiency test for hearing-impaired children in the age group of 4 to 8 years. Three students were videotaped during administration of the test, and the other students' final responses (omitting the intermediate discourse) were recorded. Some of the test items on which the maximum number of children deviated from the target response were analyzed for common traits and classified in different linguistic categories, including redundancy, ellipsis, negation, conjunction, and nominalization. Results indicated that as many as 10 and as few as 1 of the children deviated from the target response on many test items. However, analysis of the children's previous discourse indicated that many of the deviations were still pragmatically appropriate responses even though they did not match the target response exactly. Pedagogical implications are that teachers can use language tests as a "kidwatcher's" guide by observing language usage of children during test administration without having to feel "guilty" and by using dialog to go beyond test language to obtain more information on a child. (One table of data is included; 18 references are attached.) (RS)

ED 352 679 CS 213 648

Kooy, Mary
Reading and Writing the "Lived-through Experience": Examining the Developing Responses of Adolescents to Three Novels.
PUB DATE- Dec 92
NOTE- 23p.; Paper presented at the Annual Meeting of the National Reading Conference (42nd, San Antonio, TX, December 2-5, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Adolescent Literature; *Adolescents; English Instruction; Foreign Countries; Grade 9; *Literature Appreciation; *Novels; *Reader Response; Secondary Education
IDENTIFIERS- Aesthetic Reading; Canada; Reading Logs; *Response to Literature; Writing Contexts

A study explored the developing literacy response of adolescents through writing by investigating three characteristics: patterns, individual variations, and the effects of genre on response. Subjects, 7 grade nine students from a small private secondary school on the west coast of Canada, were selected for

ED 352 698 EA 024 349

Torelli, Joseph A.; Gmelch, Walter H.
Occupational Stress and Burnout in Educational Administration.
PUB DATE- Apr 92
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Burnout; *Educational Administration; Elementary Secondary Education; Occupational Surveys; *Principals; *Sex Role; *Stress Variables; *Superintendents

Stress intrigues and plagues academic and practicing school administrators alike. This paper profiles McGrath's (1976) social-psychological stress process which consists of four stages, and Gmelch's (1988) similar four-stage cycle. A study investigated the relationship between Stage I and Stage IV of the four-stage stress cycle and the influence of an intervening variable, sex roles, on each of the two stages. Three research questions were investigated: (1) To what extent do administrative stress and burnout vary among levels of administration in education? (2) To what extent do administrative stress factors contribute to the dimensions of burnout? and (3) What is the association between sex-role orientation and administrative stress and burnout? Principals and superintendents (N=1,000) in Washington State were randomly selected and stratified to participate in this study. Each was sent the Administrative Work Inventory instrument. Seven hundred and forty administrators responded for a 74 percent return rate. Of the returned surveys, only 655 were fully completed. A variety of qualitative statistical methods were used. Results for each research question are given. Findings include a definite pattern between sex roles and administrator stress and burnout. The androgynous principals and superintendents perceive less stressful situations and burnout than other sex-role classifications. Statistical tables are appended. (Contains 29 references.) (RR)

ED 352 699 EA 024 384

Wendel, Frederick C.; Baack, L. Thomas
The Effect of Assessment upon Developmental Activities.
PUB DATE- 92
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Effectiveness; *Assessment Centers (Personnel); *Educational Administration; *Evaluation Utilization; Higher Education; *Leadership Training; *Professional Development; Program Evaluation; Secondary Education; Sex Differences
IDENTIFIERS- *NASSP Assessment Center Project

Findings of a study that determined the extent to which participants in the Nebraska NASSP Assessment Center Project followed up on the recommendations of assessor teams are presented in this paper. The study compared the developmental pursuits of volunteers with nonvolunteers (program participation was done at request of a school district official or professor) and females with males. A questionnaire sent to

Assessment; Elementary Secondary Education; *Evaluation Methods; Evaluative Thinking; *Models; *School Restructuring; *Teacher Role

A new paradigm for evaluating school restructuring that is based on the teacher-as-researcher concept, or action research, is presented in this paper. The first section compares the traditional and new evaluation paradigms. The old model is competitive, one-dimensional, reactive, and based on external change agents; it appeals to fear and views the teacher as passive. The new model is cooperative, three-dimensional, responsive, and based on internal change agents; it appeals to inspiration and views the teacher as active. The second section examines problems involved in shifting to the new paradigm. Resistance to change is often based on expectations and past experiences; the questions most often asked by novice evaluators are Who, How, When, and Why? The Learning Laboratory Initiative, a district-level restructuring project, has four goals for evaluation: (1) empower the stakeholders; (2) support the work; (3) showcase what is being learned; and (4) inform policy development. A conclusion is that evaluation for development purposes helps change schools into true learning organizations. Teachers and local shareholders engaged in designing, implementing, and evaluating their educational vision accomplish a shared mission, personal mastery, and team learning. Appendices include a comparison of evaluation paradigms, a description of the roles and responsibilities of the evaluation coordinator, and a figure demonstrating the quartiles of collaborative inquiry. (Contains 22 references.) (LMI)

ED 352 720 EA 024 527

Berman, P.; McLaughlin, M. W.
Implementing Innovations: Revisions for an Agenda for a Study of Change Agent Programs in Education. Study of Change Agent Programs: A Working Note.
SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.
PUB DATE- Nov 73
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; *Educational Innovation; Elementary Secondary Education; Federal Programs; *Organizational Change; *Program Implementation; School District Autonomy; *School Districts; School Restructuring

The RAND study of change agent programs, explored the innovative process in local school systems. Specifically, it sought to identify the impact of these federal programs on local educational systems: the Elementary Secondary Education Act, Title III; Vocational Education; ESEA Title VII (Bilingual Projects); and the Right to Read Program. This paper provides a theoretical perspective for the Rand study by: (1) analyzing knowledge of planned educational change; and (2) proposing a conceptual model of factors that affect the change processes within school districts. Following the introduction, section 2 first assesses the literature on program and policy studies and then critically examines the analytical literature on planned change in education to select and formulate major theoretical issues. Section 3 suggests an approach to investigating these concerns and proposes a conceptual model. It is argued that the relationship between federal policy and the desired objective cannot be systematically formulated without analysis of change this paper. The family service worker, whose role is a result of school/community integration efforts, acts as a special resource to both schools and families, linking the educational and human service systems to maximize support for families. The Northwest Regional Educational Laboratory conducted an informal survey of 21 Northwest agencies and organizations that utilize family service workers to identify their responsibilities and qualifications. The family service worker role differs from that of the traditional social worker in the following ways: guided learning versus dependency; family versus an individual focus; and participants versus clients. Cultural awareness is also emphasized. Emergent issues involve confidentiality, educational standards, and setting boundaries between the service worker and participants. A conclusion is that the role reinforces the power of families to make informed choices about what is appropriate for their children and helping them secure life necessities. A list of surveyed programs and an annotated bibliography of 24 references are included. (LMI)

ED 352 741 EA 024 557

Lyons, Geoffrey
Focus on the Research and Theoretical Implications of Management Assessment, and, Assessment and Development Centres for Headteachers.
PUB DATE- Apr 92
NOTE- 27p.; Paper presented at the Annual Meeting of the British Education Management and Administration Society (Nottingham, England, United Kingdom, April 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Assessment Centers (Personnel); Elementary Secondary Education; Evaluation Methods; Foreign Countries; Job Performance; Job Skills; *Management Development; *Professional Development; *Staff Development; *Teacher Evaluation; Teacher Qualifications
IDENTIFIERS- *Great Britain

The theoretical implications of management assessment centers for evaluating headteachers in Great Britain are examined in this paper. Issues in developing informed, objective management assessment are discussed, which involve the following: the educational system's permeable boundaries; the context in which management assessment and development decisions have traditionally been made and delivered; the application of systematic job analysis to the headteacher position; and the benefits and limitations of current assessment and development center practice. Functions of headteacher appraisal are to: (1) identify the head's strengths and weaknesses; and (2) determine current management development requirements. The most effective way to conduct management appraisal is through job analysis and assessment and development center procedure, which takes a research and development approach. In addition, the application of middle range theories to educational management present considerable research opportunities. (Contains 23 references.) (LMI)

ED 352 742 EA 024 561

Whitney, Terry; Hightower, Amy
Lessons in School Funding.
PUB DATE- Feb 92
NOTE- 14p.

preschool assessment teams. Inservice training sessions covered: multidisciplinary, interdisciplinary, and transdisciplinary play-based assessment; flexibility of the Battelle Developmental Inventory; using observations in assessments; role of a facilitator and team members; parent participation in assessment; sharing observations and information; labeling; making recommendations; and writing a team evaluation report. Trainers of school psychologists were encouraged to increase courses and experiences available to students who were interested in serving preschool children and their families. Data from individuals attending the inservice training sessions indicated that the sessions were successful in increasing participants' understanding of assessment. (Approximately 50 references.) (Author/JDD)

ED 352 762 EC 301 692

Americans with Disabilities Act Handbook.
PUB DATE- Oct 91
NOTE- 686p.; For related document, see EC 301 693.
LANGUAGE- English
EDRS Price- MF04/PC28 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Civil Rights; *Civil Rights Legislation; *Disabilities; Employment Opportunities; *Equal Opportunities (Jobs); *Federal Legislation; Federal Regulation; *Handicap Discrimination; Normalization (Handicapped); Public Facilities; Resources; Technical Assistance
IDENTIFIERS- *Americans with Disabilities Act 1990

This handbook's aim is to provide information and assistance on the Americans with Disabilities Act of 1990 to people with disabilities, businesses, and the affected public. The handbook contains annotated regulations for titles I, II, and III; resources for obtaining additional assistance; and several appendixes of supplementary information. Title I covers equal employment opportunity for individuals with disabilities, Title II addresses nondiscrimination on the basis of disability in state and local government services, and Title III focuses on nondiscrimination on the basis of disability by public accommodations and in commercial facilities. For each title, a summary and background are provided, followed by a rulemaking history, regulatory process matters, outline of the rule, and an annotated rule or regulations. The resource section lists 16 Federal government organizations and 75 nongovernment organizations, with descriptions of their activities and focus areas. Appendixes provide the text of the law, accessibility guidelines, a chart of coverage and effective dates, definitions of terms, legislative history, disability-related tax provisions applicable to businesses, Supreme Court cases and regulations related to Section 504 of the Rehabilitation Act of 1973, and a list of acronyms. (JDD)

ED 352 763 EC 301 693

A Technical Assistance Manual on the Employment Provisions (Title 1) of the Americans With Disabilities Act.
PUB DATE- Jan 92
NOTE- 473p.; For related document, see EC 301 692.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.

Maker, C. June, Ed.
Critical Issues in Gifted Education: Programs for the Gifted in Regular Classrooms. Volume III.
PUB DATE- 93
NOTE- 460p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Academically Gifted; Classroom Techniques; *Curriculum Development; *Delivery Systems; Demonstrations (Educational); Educational Environment; Educational History; Educational Objectives; Educational Philosophy; Educational Trends; Elementary Secondary Education; Equal Education; Experiential Learning; Independent Study; Individualized Instruction; Internship Programs; Mentors; Models; Program Development; *Talent
IDENTIFIERS- *Differentiated Curriculum (Gifted)

This book presents 29 papers addressing critical issues in the education of the gifted. Papers have the following titles and authors: "Education of the Gifted and the Excellence-Equity Debate: Lessons from History" (Thomas R. McDaniel); "Comments on McDaniel's 'Education of the Gifted and the Excellence-Equity Debate'" (James J. Gallagher); "Teacher Assistance Teams: Implications for the Gifted" (James C. Chalfant and Margaret Van Dusen Pysh); "Critique of the Teacher Assistance Teams Chapter by Chalfant and Van Dusen Pysh" (Barbara W. Moller); "A Program Option for Advanced Learners" (Sharon K. Hooker); "A Reaction to Local Program Development as a Disjointed Enterprise" (Joyce VanTassel-Baska); "The Use of the Demonstration Teaching Model in Education of the Gifted" (Marilyn A. Rice) "Demonstration Teaching Another View" (Janice R. Szabos); "Becoming Content with Content" (Roger Shanley); "Becoming Content with Content: A Critical Analysis" (Gloria Grotjan); "Process Differentiation for Gifted Learners in the Regular Classroom: Teaching to Everyone's Needs" (Hilda Rosselli); "A Critique of Rosselli's 'Process Differentiation': Beyond Models" (Diane Orzechowski-Harland); "Differentiating Products for the Gifted and Talented: The Encouragement of Independent Learning" (Sally M. Reis and Gina D. Schack); "Critique of Reis and Schack's 'Differentiating Products for the Gifted and Talented'" (Sandy Lethem); "Differentiating the Learning Environment for Gifted Students" (Shirley W. Schiever); "Creating and Maintaining a Responsive Environment for Gifted Students" (Dorothy A. Sisk); "Classroom Management: An Expanded View" (Janet Conroy); "Critique of Conroy's 'Classroom Management: An Expanded View'" (Mary Vuke); "Individualized Teaching of the Gifted in Regular Classrooms" (Hazel J. Feldhusen); "Critique of Feldhusen's 'Individualized Teaching of the Gifted in Regular Classrooms'" (Margie K. Kitano); "A Learning Center Approach to Individualized Instruction for Gifted Students" (Roseanne Lopez and Joy MacKenzie); "A Step-by-Step Plan for Developing Learning Centers" (Helen D. Follis); "Mentoring: Expanding Learning for Gifted Students" (Willima R. Nash et al.); "Response to 'Mentoring: Extending Learning for Gifted Students'" (Jody Batten and Jan Rogers); "High School Internship Program" (Jeannette A. Bodnar); "An Expanded View of Internships" (JoAnn B. Seghini); "Independent Study: Panacea or Palliative" (Frances D. Burns); "Reaction to 'Independent Study'" (Reva C. Friedman and Tom J. Gallagher); and "Gifted Students in the Regular Classroom: What Practices Are Defensible and Feasible" (C. June Maker). Most papers include references. (DB)

PUB DATE- 21 Oct 92
NOTE- 63p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Adolescents; Children; *Clinical Diagnosis; *Emotional Disturbances; *Inservice Education; Intervention; *Knowledge Level; Nurses; Psychiatric Hospitals; Psychoeducational Methods; Psychologists; Self Help Programs; Social Workers; *Substance Abuse; Therapy

This practicum was designed to evaluate the needs of clinicians in identifying substance abuse issues in severely emotionally disturbed children and adolescents, and its dynamics in their family histories. This writer designed and administered pre and post questionnaires to both professional and paraprofessional staff members to evaluate attitude and feelings toward substance abusers; organized two group discussions to discuss perceptions of this population and knowledge about them; met with some staff members individually, and proposed psychoeducational needs for groups. Analysis of the data revealed that there was a lack of motivation in pursuing substance abuse histories unless there was a specific referral for that purpose. Clinical information was limited, and there was a realization that more needed to be done to address the needs of this population. Psychoeducational groups were implemented, self-help groups are now seen from a different perspective, and diagnostic protocols are being established. (Contains 34 references.) (Author)

ED 352 801 FL 020 770

Hendrickson, Gail R., Comp.; Newell, Leonard E., Comp.
A Bibliography of Philippine Language Dictionaries and Vocabularies. Special Monograph Issue, Number 30.
PUB DATE- 91
NOTE- 172p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Dictionaries; Educational History; Foreign Countries; *Indonesian Languages; *Lexicography; *Uncommonly Taught Languages; *Vocabulary
IDENTIFIERS- *Philippine Languages; Philippines

This bibliography is a comprehensive listing of dictionaries and vocabularies, published and unpublished, of the Philippine languages. Introductory sections chronicle briefly the histories of Philippine lexicography and Philippine bibliographies, describe the scope of the present work, and outline the organization of the bibliography itself and the index. Titles in the bibliography are organized alphabetically by author, date, and title. It is noted that the chronological arrangement of an author's works illustrates that Philippine linguistics has moved from bilingual vocabulary lists to the beginnings of a monolingual Tagalog dictionary, indicating a growing maturity of scholarship and progress in standardization of the language. Following the bibliography is an index of the works arranged alphabetically by language, with cross-referencing according to alternative spellings of the language name. (MSE)

ED 352 802 FL 020 771

Benn, Keith Laurence
Discourse Approaches to Cohesion: A Study of the Structure and

enhancing and expanding group and pair work; stimulating the use of target language by pupils; ensuring progression; assisting the teacher in use of the target language; clarifying difficult concepts; and revising and reinforcing vocabulary and structures. Seven chapters are devoted to methodology, showing how the OHP can be used effectively for language input, language games, real communication, model exercises, support for the target language, grammar, posters, songs, story telling, and in organizing group work. Three additional chapters deal with the practicalities of preparation of good quality transparencies and of the most efficient use of OHP in the classroom. Instructions for maintaining the equipment are appended. (LB)

ED 352 821 FL 020 848

Page, Brian, Ed.
Letting Go, Taking Hold. A Guide to Independent Language Learning by Teachers for Teachers.
PUB DATE- 92
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Classroom Techniques; Distance Education; Elementary Secondary Education; Foreign Countries; *Independent Study; Language Teachers; *Learner Controlled Instruction; Personal Autonomy; Postsecondary Education; *Second Language Learning
IDENTIFIERS- Great Britain

Based on a second language learning workshop that was a follow-up to the 1990 British conference, "Autonomy in Language Learning," at the Lane End conference center, this report covers the practical implications of the ideas that emerged at the conference. The continuum that encompasses learner autonomy and autonomous learning is examined, and ways are suggested for both teachers and learners to move in small steps along the continuum to points where they feel comfortable. The following chapters are included: Towards Learner Independence; How We Got Started (schools, adult and further education, higher education); This Is What Happened--Two Case Studies (Boswells Comprehensive School in Chelmsford and Hanham High School in Bristol); What Do I Do and How Do I Do It? (organizing the room, forming groups, decoding instructions, using equipment, accessing textbooks, organizing free reading, managing resources, etc.); Principles and Definitions; and Independent Learning in the Languages Department. A list of materials and resources is appended. (LB)

ED 352 822 FL 020 849

Schrade, Arlene
Improving Oral Skills for In-Service Teachers.
PUB DATE- 18 Sep 92
NOTE- 13p.; Paper presented at the Annual Meeting of the American Association of Teachers of Spanish and Portuguese (74th, Cancun, Mexico, August 9-13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..."

humorous anecdotes, newspaper articles, local dictionaries, fiction, and folklore. The information is presented in the form of charts and outlines, without narrative. Specific phonological features are listed with phonetic transcription and forms in standard and Cajun English are contrasted. Grammatical features for various form classes are listed, again with standard and Cajun forms contrasted. Lexical features of Cajun are listed in four categories: common expressions; widely-used French expressions; favorite foods; and miscellaneous items. (MSE)

ED 352 841 FL 020 879

A Survey of the Teaching and Learning of Modern Foreign Languages in a Sample of Inner City and Urban Schools, Spring Term 1989. A Report by HMI.
PUB DATE- 90
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Audiovisual Aids; Classroom Techniques; Curriculum Design; Educational Assessment; Educational Quality; Elementary Secondary Education; Foreign Countries; French; German; Institutional Characteristics; Instructional Effectiveness; Instructional Materials; Language of Instruction; Language Role; *Modern Languages; Organizational Climate; Second Language Instruction; *Second Languages; Spanish; Teacher Attitudes; *Teacher Expectations of Students; *Teacher Qualifications; Teaching Skills; *Urban Schools; *Work Environment
IDENTIFIERS- *England

A study investigated techniques and practices for teaching second languages (French, German, Spanish) in 25 urban schools in different areas of England. It was found that the overall quality of work in modern languages was very good in 1 school, good in 5, satisfactory in 7, less than satisfactory in 10, and poor in 2. Three of 10 lessons seen were good or very good. Nearly half were less than satisfactory, even in schools where good practice was expected. Specific features appeared to contribute most to successful learning: positive teacher attitudes and good teaching skills; high but realistic teacher expectations expressed in challenging but attainable tasks; thoughtful lesson planning, especially with use of lesson themes; extensive target language use with support to aid student comprehension; effective use of commonly available audiovisual aids; and administrative leadership and support. Several other factors appeared to be important, including qualified teaching staff, recent and appropriate inservice training, school-produced supplementary teaching resources targeting student interests, and placement by ability from an early age. Poor quality instruction was associated with low expectations, poor working atmosphere, little use of the target language, and lack of focus and purpose in lessons. School data and exemplary lesson descriptions are appended. (MSE)

ED 352 842 FL 020 880

Underwood, Karen; Brunner, Anita
Evaluation of Programs for Limited English Proficient Students, Fiscal Year 1991 (School Year 1990-1991).
PUB DATE- 91
NOTE- 35p.
LANGUAGE- English

*Literacy Education; Monetary Systems; Reading Skills; Skill Development; Speech Skills; *State Standards; Statewide Planning; Vocabulary Development; Writing Skills
IDENTIFIERS- *Washington

The Washington State Core Competencies Project is designed to implement competency-based adult education in the state's 38 adult basic education programs. A model curriculum was developed and field-tested over several years. The resulting curriculum outline of core competencies for English as a Second Language, level 2, is presented here. The competencies are statements of student outcomes, organized around a sequence of basic skills. They are more general than traditional outcome statements because they are intended for use in a wide variety of settings. Core competencies are divided into five discrete areas: listening/observing; speaking; reading; writing; and computation for daily living needs (e.g., money management, measurement). For each competency, the curriculum provides the following: a general objective; suggested individual and group activities; related structures, vocabulary, and materials or resources; evaluation methods; recommendations for expansion of skills; notes on distinctive features of related structures in languages that may be students' native tongues; prerequisite skills or knowledge; possible life skills applications; and methods of assessment of the competency. Two bibliographies are appended: a 93-item list of supplementary materials for students and a 43-item list of teacher resources for levels 2 and 3. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 352 861 FL 800 586

Hagen, Stacey, Ed.; And Others
Washington State Core Competencies Model Curriculum: English as a Second Language, Level 3. Version 1.0
SPONS. AGENCY- Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE- Aug 90
NOTE- 367p.; Written by Garnet Templin-Imel and Michael Tate.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Behavioral Objectives; *Competency Based Education; Curriculum Design; *Daily Living Skills; *English (Second Language); Evaluation Criteria; Grammar; Language Patterns; *Language Skills; Listening Skills; *Literacy Education; Monetary Systems; Reading Skills; Skill Development; Speech Skills; *State Standards; Statewide Planning; Vocabulary Development; Writing Skills
IDENTIFIERS- *Washington

The Washington State Core Competencies Project is designed to implement competency-based adult education in the state's 38 adult basic education programs. A model curriculum was developed and field-tested over several years. The resulting curriculum outline of core competencies for English as a Second Language, level 3, is presented here. The competencies are statements of student outcomes, organized around a sequence of basic skills. They are more general than traditional outcome statements because they are intended for use in a wide variety of settings. Core competencies are divided into five discrete areas: listening/observing; speaking; reading; writing; and computation for daily living needs (e.g., money management, measurement). For each competency, the curriculum provides the following: a general objective; suggested individual and group activities; related structures, vocabulary, and materials or

PUB DATE- 87
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *College Administration; Comparative Analysis; Educational Administration; *Educational Legislation; Educational Research; *Equal Opportunities (Jobs); Faculty Promotion; Foreign Countries; Higher Education; Interviews; Personnel Policy; *Sex Discrimination; State Surveys; Statistical Data; *Women Faculty
IDENTIFIERS- *United Kingdom

This report examines the issue of sexual discrimination within British higher education and argues that further and higher educational services as a whole are discriminatory environments for women. The report's first section involves interviews with six women who had achieved notable success in the field of further and higher education management. Discussions include their motivation to embark on such a career and their experiences concerning discrimination in their careers. The second section deals with legislation on equal opportunities, with the Equal Opportunities Commission Code of Practice, and with codes voluntarily adopted or propagated by other organizations. The third section examines the results of a questionnaire sent to the directors of education of all local education authorities in England, Wales, Scotland, and Northern Ireland (82 responses were received) to determine their policies and programs regarding equal opportunity. The report's final section provides provisional statistics for 1985 that detail positions held by women in various grade levels in the further and higher education service. The statistics reveal that women are overrepresented in the lower grades and greatly underrepresented in the higher grades carrying senior management responsibility. Contains three references. (GLR)

ED 352 880 HE 026 078

Bobbett, Gordon C.; And Others
Can a Music Achievement Test Successfully Evaluate Postsecondary Instrumental Students and Programs?
PUB DATE- 11 Nov 92
NOTE- 26p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Knoxville, TN, November 11, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Tests; *Bands (Music); College Students; Declining Enrollment; Evaluation; Higher Education; Music Activities; *Music Education; Postsecondary Education; Questionnaires; Research; Skill Development; Student Attitudes; Student Evaluation

This paper analyzes the relationship between MI (musical independence) and placement in college instrumental ensembles and presented from 3 achievement tests administered to 354 excellent postsecondary instrumental students. Findings are presented from three achievement tests administered to 354 instrumentalists participating in Ball State University, Florida State University, and Wichita State University bands. The tests used in the study are the Instrumental College Survey-2 (ICS2), Colwell's Music Achievement Test 3 (MAT3), and Colwell's Music Achievement Test 4 (MAT4). The study's findings address the following four questions: (1) Are the top

Progress. ASHE Annual Meeting Paper.
PUB DATE- 31 Oct 92
NOTE- 40p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Minneapolis, MN, October 28-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; Administrator Role; Case Studies; College Students; *Curriculum; Educational Environment; Educational Philosophy; Faculty College Relationship; *General Education; Higher Education; *Institutional Mission; *Program Implementation; Student Attitudes; Teacher Administrator Relationship; Teacher Attitudes
IDENTIFIERS- *ASHE Annual Meeting; *School Culture

This study examined how philosophies of general education are enacted at two higher education institutions by those persons charged with implementation. The study proceeded using case study methods and week-long visits to the two institutions, one holding a "Liberal Arts I" Carnegie classification, and the other holding a "Research I" Carnegie classification. The two were selected to maximize variation in the sampling. At each institution interviews were conducted with faculty, department and division chairs, associate deans, deans, registrars, advisors, other administrators, students, and one president. Document analysis and the personal observations of the researcher were also utilized to achieve a triangulation of data sources. Observation of the liberal arts college found a clear and commonly held vision for the institution that provided general agreement concerning the administration and maintenance of the general education curriculum. The culture of the research university was characterized by distances: distances between students, faculty and administrators. Analysis and comparison revealed one major theme, that administrators at both institutions were actively involved in the curriculum, more involved than they themselves seemed to realize. Though administrators were thoroughly involved with all of the processes of the curriculum they maintained that the faculty "own" the curriculum. (Includes 16 references.) (JB)

ED 352 899 HE 026 099

Sax, Linda J.
Self-Confidence in Math: How and Why Do Men and Women Differ during the College Years? ASHE Annual Meeting Paper.
PUB DATE- 1 Nov 92
NOTE- 36p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Minneapolis, MN, October 28-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Mathematics; *College Students; Educational Environment; Educational Experience; Followup Studies; Higher Education; Majors (Students); Mathematics Achievement; Mathematics Anxiety; Mathematics Education; *Mathematics Skills; National Surveys; *Self Esteem; *Sex Differences; Student Attitudes; Teacher Role; Undergraduate Study
IDENTIFIERS- *ASHE Annual Meeting; Mathematics Education Research; Mathematics Readiness

This study examined mathematical self-concept of college students

Reorganization of the system of social agents has resulted in a new division of social work. Charitable organizations and educators are now being involved in preparation and implementation of solutions. Education must be integrated into a long-term comprehensive action. More types of partnerships are needed, action should be decentralized, and the very poor and the economically insecure must be seen as active partners. (YLB)

ED 352 447 CE 062 423

Willis, Barry
Effective Distance Education: A Primer for Faculty and Administrators. Monograph Series in Distance Education No. 2.
PUB DATE- 92
NOTE- 122p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Standards; *Access to Education; Adult Education; *Distance Education; Educational Media; Educational Planning; *Educational Strategies; Educational Technology; Home Study; Independent Study; Instructional Development; Instructional Improvement; *Nontraditional Education; *Success; Teaching Methods; *Telecommunications
IDENTIFIERS- *Alaska

This primer consists of eight chapters, a glossary, 48 references, and an index. Chapter 1 gives an introduction and overview of distance education, including a summary of the international roots of distance education and the evolution of distance education in Alaska. Chapter 2 covers the factors enhancing effectiveness in distance education. Chapter 3 addresses the roles of students, faculty, facilitators, support staff, and administrators. Chapter 4 provides information on faculty development, explaining why it is important to distance education; how factors inhibiting faculty development can be overcome; what characteristics make inservice training effective; and why it is wise to pay special attention to promotion, tenure, and the academic legitimacy of distance education. Chapter 5 addresses how to adapt and develop distance-delivered instruction through the design, development, evaluation, and revision stages. Chapter 6 covers the selection of appropriate teaching tools and technology, including voice, video, data, and print tools. Chapter 7 summarizes strategies for teaching effectively at a distance, including meeting student needs, course planning and organization, teaching strategies, and interaction and feedback. Chapter 8 covers the future of distance education, including how to improve research on it, how to explore effective evaluation strategies, and how to develop a responsive academic policy. (CML)

ED 352 448 CE 062 504

Sacrificing America's Youth. The Problem of Child Labor and the Response of Government.
PUB DATE- 7 Sep 92
NOTE- 109p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Child Health; Childhood Needs; *Child

overview of five federal and state education and training programs: secondary vocational education, postsecondary vocational education, the Job Training Partnership Act (JTPA), welfare-to-work programs, and state-funded job training. Section 1 describes the study methods, namely interviews with state-level administrators of the 5 areas in all 50 states and staff in the governors' offices. Sections 2-6 are each organized around one of the five policies. Corresponding tables are found at the end of each section. Within each section, a single policy is compared across the 50 states, and major similarities and differences on several dimensions are identified. Section 2 on secondary vocational education focuses on types of institutions, state governance and influence over local institutions, funding sources and mechanisms, state role in program approval, teacher certification requirements, outcome data collected, and current and emerging policy issues in work-related education. Section 3 on postsecondary education provides data on types of institutions, state governance and influence over local institutions, financing mechanisms, performance indicators, and recent policy changes. Section 4 summarizes how states have implemented the Job Training Partnership Act (JTPA). Section 5 on welfare-to-work programs provides information about delivery systems for state Job Opportunities and Basic Skills programs. Section 6 is an overview of recipients and services, funding, and delivery systems of state-funded job training programs. The concluding section compares the five policy areas and summarizes emerging trends and issues that cut across programs. The document has 42 references. (YLB)

ED 352 466   CE 062 560

Phelps, L. Allen; Wermuth, Thomas R.
Effective Vocational Education for Students with Special Needs: A Framework.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Nov 92
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Ancillary School Services; Articulation (Education); Career Guidance; Demonstration Programs; *Educational Development; *Educational Improvement; Educational Policy; Educational Practices; Educational Principles; Financial Support; Job Placement; Postsecondary Education; Program Administration; *Program Design; Secondary Education; *Special Needs Students; *Vocational Education; Work Experience

A study focused on the development and preliminary validation of a framework for effective vocational education programs serving students with special needs. An initial framework composed of 20 program components was posited from an analysis of recent, rigorous studies of vocational education programs serving disabled, disadvantaged, and limited English proficiency students. Information for three concurrent content validity analyses was drawn from state-sponsored studies of exemplary programs, professional texts, and federal legislation. Content analysis matrices were developed for each information source. For each of the documents or studies, a data matrix illustrated the extent to which each component was verified. Multiple readers with expertise in vocational education for special needs students reviewed and verified the data presented in the matrices. Each component drew support from at least half of the technicians will increase moderately to substantially in the near future; (2) employers prefer EHM personnel with community college training, although they are frequently unable to find sufficient numbers of applicants with this background; (3) many industry representatives promote expanding vocational programs at community colleges to provide more trained technician-level personnel; (4) employers want technicians to be well trained in verbal and written communication, problem solving, comprehension of technical material, and teamwork; (5) technicians are also expected to have a core set of academic competencies such as high school and college science and mathematics and to have knowledge of specific industry-related tasks and responsibilities; (6) implications for education include the need for new program development and increased enrollment capacity in EHM technician programs; and (7) training needs include short courses for current employees and a comprehensive and integrated vocational and academic program leading to a certificate or associate degree. (The report includes a list of 86 references, a bibliography containing 106 citations, and 7 appendixes containing project surveys, interview findings, EHM skills questionnaires, employer rankings of skills and knowledge areas, and an assessment of the labor market and educational needs for hazardous materials technicians and related workers.) (KC)

ED 352 484 CE 062 622

Bailey, Thomas
School/Work: Economic Change and Educational Reform.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 239p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Change Strategies; Community Colleges; Economic Change; *Educational Change; Educational Development; *Educational Improvement; *Education Work Relationship; High Schools; Minority Groups; *Models; School Business Relationship; School Districts; Two Year Colleges; Urban Education; *Vocational Education
IDENTIFIERS- Chicago Public Schools IL; Illinois (Chicago); New York (New York); New York City Board of Education; Pennsylvania (Philadelphia); Philadelphia School District PA

This report analyzes the current educational reform movement by drawing heavily on the parallels between it and contemporary efforts to reform work. It argues that current initiatives which are often solely associated with vocational education can form the basis of an education reform strategy that applies to all students. Based on information from current reform initiatives, research on changing needs in the economy, and knowledge of experience with the contemporary reform movement in the organization and nature of work, the report develops an integration strategy for educational reform. The report then evaluates the extent to which that strategy has been implemented in three large cities: New York, Philadelphia, and Chicago. The case studies of the cities have been written to stand on their own--that is, they are useful for readers interested in each of the cities--and to suggest the complexities and uniqueness of educational reform efforts at the local level. These sections focus primarily on vocational and occupationally oriented education at the secondary and community college levels--the points of closest contact between

1991).
PUB DATE- Oct 91
NOTE- 196p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Adult Education; *College Programs; Doctoral Degrees; Educational History; *Educational Needs; Educational Philosophy; *Educational Practices; *Educational Trends; Education Work Relationship; Futures (of Society); Higher Education; Human Resources; *International Education; Masters Degrees; Sex Bias; Social Class
IDENTIFIERS- *Commission of Professors of Adult Education

This document contains the following conference presentations and panel discussions: "What Went on at the 1990 CPAE Commission of Professors of Adult Education Meetings in Salt Lake City" (Michael Collins); "Reflections on the Commission of Professors of Adult Education" (Robert M. Smith); "Reconstructing the Mainstream: Issues in History on Race, Class, and Gender" (Rae Rohfeld); "Gender" (Rae Rohfeld); "Issues of Race, Class, and Gender in the History of Adult Education" (Amy D. Rose); "Class and American Adult Education History" (Michael R. Welton); "This Is the Innovation That Was: The Demise of an Interinstitutional Master's Program in Adult Education" (Annette Greenland); "Program Initiatives to Respond to Social Concerns" (Robert M. Smith); "Adult Education at the Graduate Level: Perspectives from Aotearoa" (Joyce Stalker); "Shrinking to Excellence: Is It Possible?" (Roger Hiemstra); "Visions and Revisions: Four Models of Graduate Outreach at Pennsylvania State University" (B. Allan Quigley); "Effective Practices in Graduate Adult Education Classrooms: What Really Works?" (Annette Greenland, Bob Nolan); "Bibliography on Graduate Teaching" (Annette Greenland, Marvin De Shane, and Bob Nolan); "Comparative and International Adult Education" (Peter A. Easton); "Community Education and Development" (D. Merrill Ewert): "Development of New Courses in International Adult Education: A Search for Parameters" (Linda Ziegahn); "The Cultural Context of Adult Learning: Implications for Theory Building" (Richard A. Orem); "Adult Education for the Future" (Sean Courtney); "Should Academia Lead the Field or Follow Current Practice in HRD Human Resource Development ?" (Marilyn Laiken); "Integrating Work and Learning: A Developmental Model of the Learning Organization" (Paul Woolner); "Sistemizacion and Popular Education" (Hal Beder); "Knowledge, Power, and International Adult Education" (Hal Beder); "Constructing Adult Education about AIDS" (Roger Boshier); "Gender Concerns in Development" (Mechthild Hart); and "Critical Analysis of Modernization in Korean Contexts" (Kyung-hi Kim). The document also includes three annual business meeting reports: "Treasurer's Report" (Karen E. Watkins); "Annual Census of Doctorates Conferred in Adult Education 1990" (William Griffith); and "Annual Census of Doctorates Conferred in Adult Education 1991" (Robert C. Mason). (KC)

ED 352 503 CE 062 653

Fabac, John N.
Technology Partnership Organization: Quality Work Force Planning in East Texas. Final Report for Project Year 1990-1991.
SPONS. AGENCY- Texas Education Agency, Austin.; Texas Higher Education Coordinating Board, Austin.; Texas State Dept. of Commerce, Austin.
PUB DATE- 91
NOTE- 194p.

Service (ERS). ERS data were manipulated to derive an estimated cost per high school pupil using the 1.30 secondary/elementary ratio. Typical costs were used in the development of four different scenarios that drew from and expanded on New Designs concepts. The first three analyzed the operating cost impact of New Designs schools with an educational technology focus, partnership focus, and relational staffing focus. The fourth scenario analyzed the cost impact of combining these into an integrated focus. Equipment and material costs increased as technology use increased, but partnership and relational staffing arrangements potentially offset a significant portion of these costs. The more students took responsibility for care and cleanliness of their work spaces, the less likely were custodial and maintenance costs to increase significantly. The more the work environment was organized and operated consistent with the adult world of work, the more opportunities were created to share equipment, materials, human resources, and training activities and to contain costs. Creative partnerships involving shared resources resulted in new access opportunities for students without significant new costs. (YLB)

ED 352 520 CE 062 675

Copa, George H.; Pease, Virginia H.
The Comprehensive High School: An Historical Perspective.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 64p.; In "New Designs for the Comprehensive High School. Volume II--Working Papers"; see CE 062 664.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Historical Materials (060)
DESCRIPTORS- Curriculum; Educational Anthropology; *Educational Change; *Educational Development; *Educational History; Educational Innovation; *Educational Practices; Educational Principles; Educational Research; Educational Technology; Educational Trends; Guidelines; High Schools; Integrated Curriculum; Relevance (Education); Role of Education; School Organization; School Role; *Teaching Methods; Vocational Education

This report charts a brief history of the comprehensive high school in the United States designed particularly to highlight those key decisions that make them what they are. The first and longest part of the paper is organized chronologically into sections with the following headings: 1600-1890--Getting Started; 1890-1920--Basic Reform/Social Efficiency; 1920-1940--Reorientation/Being Progressive; 1940-1960--Reaction/Subject Centering; 1960-1980--Relevance/Equity; and 1980s--Return to Basics/Excellence. Within each section, key statements, studies, decisions, and changes are cited along with analysis of their reasons, actors, and consequences where apparent. The second part of the paper analyzes and summarizes the preceding descriptions of the development of the comprehensive high school in the United States. The following characteristics are examined: (1) growth in size of population served; (2) definition of comprehensive high school; (3) purpose of comprehensive high school; (4) recommended curriculum; (5) recommended methods of instruction; (6) important issues debated; and (7) source of leadership in the national commissions and study groups reviewed in this paper. These characteristics are summarized in a table for the time periods addressed. The report also lists the following issues students.) (KC)

ED 352 539 CE 062 705

Strunk, Sandra J.
Unheard Voices: A Section 353 Special Project. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.
PUB DATE- 92
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Creative Writing; English (Second Language); High School Equivalency Programs; Learning Activities; Lesson Plans; *Literacy Education; Poetry; Prose; Second Language Instruction; Student Writing Models; Teaching Methods; *Writing Instruction
IDENTIFIERS- 353 Project

"Unheard Voices" was a project designed to provide adult educators with specific guidelines and ideas for integrating a creative writing component into an existing program of adult basic education, General Educational Development, or English as a second language. The project also collected and published student poetry and fiction in order to foster an awareness of the quality of student writing and provide a springboard for classroom discussion. The project introduced students to existing language structures and encouraged them to give voice to those perspectives that are unique to the world of adult students. Included in this document are a brief final report, the instructor's handbook developed for the project, and an anthology of poetry and fiction written by the adult students. The instructor's handbook contains nine lessons: writing haiku and tanka poems, metaphor and simile, a manipulated six-line poem, a poem of address, imagery, creating character, point of view, and plotting through mythology and folklore. Lessons include level information, lesson time, objective, relevant past learning, procedure, examples, comments by teachers who have used the lessons, and duplication masters. The anthology contains student writing developed through the lessons in the instructor's handbook. (KC)

ED 352 540 CE 062 706

A Writing/Communications Curriculum for Incarcerated Adults. A 353 Project Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.
PUB DATE- 92
NOTE- 113p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Creative Works (Literary and Dramatic) (030),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Behavioral Objectives; *Correctional Education; *Creative Writing; Curriculum; *Curriculum Development; High Risk Students; Instructional Materials; Prisoners; *Public Service; Student Evaluation; Student Projects; Student Publications; Substance Abuse;

suggestions for using literature in the classroom. A list of 29 references concludes this section. Annotations follow for 13 anthologies, 105 novels, and 69 short stories. The document concludes with references for 72 teaching resources and 33 titles about work that can provide a background for the discussion of an author's insights on the work setting. (CML)

ED 352 557   CE 062 756

Jennings, R. Greg
Parental Aspirations for Children and Children's Aspirations: A Longitudinal Study of Educational and Career Aspirations among Hyperactive and Non-Hyperactive Children.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Aspiration; Career Choice; *Career Planning; Elementary Secondary Education; Goal Orientation; High School Graduates; *Hyperactivity; Learning Problems; Longitudinal Studies; *Occupational Aspiration; *Parent Aspiration; *Parent Child Relationship; *Parent Influence

A study investigated the relationships between parent aspirations for their children and their children's later aspirations and high school completion. Data were obtained from a longitudinal study called "Hyperactivity-Learning Behavior Disorders Project." Subjects were 201 students in grades 1-3 who were later interviewed in junior high school and students who were in grades 4-6 at the time of parent interviews and who were interviewed again in grades 11-12. Among the subjects was a group of children with behavior problems who were diagnosed and treated for hyperactivity. The following were among the findings: (1) parents use academic evaluations of their children to form educational but not career aspirations for their children; (2) neither parents' careers nor educational aspirations for their children were related to their children's levels of educational aspirations; (3) parents' evaluation of students' academic confidence and students' educational aspirations predicted high school completion among high school ages; (4) parents of nonhyperactive children in upper elementary grades had higher educational aspirations for their children than did parents of hyperactive and learning behavior problem children of this age group; and (5) hyperactivity and learning behavior problems had an increasingly negative influence on parents' educational aspirations for their children as students progressed in school. (Contains 25 references.) (CML)

ED 352 558   CE 062 757

Anderson, Jean E.
BUILD Program. Businesses United To Increase Literacy Development. National Workplace Literacy Program. Final Performance Report, March 1991-December 1992. Workplace Education Program Curriculum.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- Jan 93
NOTE- 119p.; For related documents, see CE 062 758-761.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.

culminated in physical violence at a medium-sized eastern university. This study used a naturalistic, qualitative approach to further understand the perceptions and feelings of white respondents in relation to racism. Respondents (N=39) included 13 faculty members, 13 staff members, and 13 undergraduate students. Interviewers collected personal data; observed and recorded the verbal and nonverbal behaviors of the interviewee; and followed a 10-item semi-structured interview guide. Most of the questions centered on issues evolved from the students' self-exploration of what it means to be white in a graduate course in multicultural counseling. The results of the interviews suggest: (1) racism exists with little ramification as far as the respondents' personal experiences; (2) stereotypes about blacks and an aversion to close inter-racial contacts are prevalent; (3) attitudes toward blacks are neither uniformly negative, nor totally favorable, but rather are complex, conflicted, and ambivalent; and (4) white is neither a race nor a color but something about which whites do not think. Respondents varied in the amount of racism that they see and in the level of commitment that they had towards fighting racism. (ABL)

ED 352 577 CG 024 682

Berkowitz, Marvin W.; And Others
Adolescent Moral Thinking and Drug Use.
SPONS. AGENCY- National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
PUB DATE- 22 Apr 92
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Behavior Patterns; College Freshmen; *Drinking; *Drug Use; Elementary School Students; Higher Education; Intermediate Grades; *Moral Values; Parents; Secondary Education; Secondary School Students; *Value Judgment; Young Adults

Project Decide is a 3-year study of adolescent moral reasoning and drug and alcohol use. Project Decide includes two studies. The first is a cross-sectional study of adolescents ranging in age from 13 to 19 and from grade 6 to college freshmen. In all 600 students will be individually interviewed to assess Kohlberg stage of moral reasoning and Turiel domain categorization of drug behavior. They will also complete an inventory of personal drug and alcohol use, as well as demographic information. At this point data has been collected from 135 6th- to 8th-graders; 9th- to 12th-graders are currently being interviewed. The second study is a one-year longitudinal study of 13- to 19-year-old adolescents and their parents. Each adolescent and at least one parent are interviewed individually to assess their stages of moral reasoning and their domain categorization of drug and alcohol behavior. Data was collected from 146 families, including 133 mothers and 146 adolescents. The preliminary findings tend to confirm the hypothesis that the relation between moral reasoning and drug and alcohol use is not direct. Some relations do exist but a relativistic ideology seems even more strongly associated with drug use than does the Kohlberg moral stage. It is also clear that domain categorization of drug use is a promising means of explaining the relation between

Success for Every Teen: Programs that Help Adolescents Avoid Pregnancy, Gangs, Drug Abuse, and School Drop-Out. An Ounce of Prevention Fund Paper.
SPONS. AGENCY- Illinois State Dept. of Children and Family Services, Springfield.
PUB DATE- Jun 92
NOTE- 7p.; Also supported by the Pitway Corporation Charitable Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Achievement Gains; *Adolescents; Career Exploration; Contraception; Dropout Prevention; Drug Abuse; Elementary Education; *Elementary School Students; Mentors; Pregnancy; *Prevention; *Program Content; Program Effectiveness; Recreational Activities; School Community Relationship; Sex Education; Sexuality; *Success; Tutoring

This booklet describes two prevention programs, Peer Power, a program for girls, and Awareness and Development for Adolescent Males (ADAM), a program for boys. It is noted that these programs, designed to reach students before high school age, help young adolescents stay in school, delay sexual activity and pregnancy, and develop realistic career goals. The components of the programs include meetings with time for homework and tutoring; a session for providing information on a range of subjects; and a recreational period. Incentives are used to attract young teenagers and set them on a course that will lead them to success in high school. Program evaluation data in the areas of academic achievement, sexual behavior and attitudes, and birth control use is presented. Underlying causes of teenage pregnancy and how to assess the problem are discussed. These program components of ideal programs are discussed: (1) one-on-one relationship with a caring adult; (2) peer interaction; (3) recreation; (4) discussion groups; (5) community service opportunities; (6) academic support; (7) exposure to the world of work; (8) family life education; (9) parental involvement; and (10) linkage with schools and community resources. (ABL)

ED 352 597 CG 024 702

Josserand, Randel B.
The Role and Function of the Elementary School Counselor as Perceived by Elementary School Counselors.
PUB DATE- 1 Dec 92
NOTE- 184p.; M.S. Thesis, Fort Hays State University.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Counselor Attitudes; *Counselor Characteristics; Counselor Client Ratio; *Counselor Role; *Elementary Education; Elementary School Students; *School Counseling; *School Counselors

The purpose of this study was to investigate the role and function of the elementary school counselor. The independent variables investigated were student-counselor ratio; the number of buildings served by the counselor; district size; and the number of counselors working in the district. The dependent variables were the following subscales of a questionnaire regarding the role and function of the elementary school counselor: program development; counseling; consultation; coordination; public relations; testing; referral; enrichment and renewal; non-counseling activities; research; and program accountability. Four composite null hypotheses were tested on a subsequent literacy; (4) teacher-child interactions throughout the day were important; and (5) the structure of the day as well as teachers' attitudes had important indirect effects on children's emergent literacy. Findings suggest that cognitively challenging discourse helps children gain facility in understanding and constructing extended discourse, exposes children to a richer variety of vocabulary, and helps children directly reflect on and analyze language. (RS)

ED 352 617 CS 011 113

Meyer, Linda A.; And Others
The Effects of Reading Storybooks Aloud to Children.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 92
NOTE- 49p.; Paper presented at the Annual Meeting of the National Reading Conference (41st, Palm Springs, CA, December 3-7, 1991).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Reading; Grade 1; Kindergarten; Longitudinal Studies; Primary Education; *Reading Achievement; *Reading Aloud to Others; *Reading Comprehension; Reading Research; *Story Reading
IDENTIFIERS- Emergent Literacy; Print Awareness

This paper presents findings from a longitudinal study of reading comprehension development that reveal that there is a negative relation between the amount of time kindergarten teachers spend reading to kindergarten children and the children's reading achievement. The amount of time first-grade teachers spent reading to their students was unrelated to the reading achievement of their students. Results are discussed in terms of a "displacement theory." In other words, teachers who read the most spent the least amount of time in teaching activities that were positively correlated with reading achievement. Further information gathered from parent questionnaires about the time they spend reading to their children and the children's independent reading reveal a positive relationship between reading achievement and the time children spend engaged with print, but no relationship between reading achievement and the amount of time parents spent reading to their children. Further analyses revealed no relationship between kindergarten teachers reading and the children's subsequent performance in first grade. These results are discussed in terms of the need to involve children in print in order to improve their reading achievement and the lack of "magic" that results from parents or teachers reading to children. (Four figures and two tables of data are included. Eighty-five references are attached.) (Author)

ED 352 618 CS 011 114

Slater, Wayne H.
Causal Relations and Their Effects on the Comprehension of Narrative Texts.
PUB DATE- 19 Dec 92
NOTE- 16p.; Paper presented at the Annual Meeting of the National Reading Conference (42nd, San Antonio, TX, December 2-5, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

A study obtained information from classroom teachers, principals, and reading specialists about what they believed was important in creating effective Chapter 1 programs. One-day meetings were held in three different parts of Pennsylvania during which each group of educators (who were recommended by an advisory board) were interviewed using focus group techniques. All focus group interviews were audio taped and observers also took notes. Results indicated that: (1) the thoughtful and insightful critiques and solutions generated by the participants can be useful for the specific schools from which the participants came and as a source of possible ideas for other schools; (2) school personnel were not necessarily concerned about changes in the program, but were more concerned with how they could implement the changes effectively; (3) the advantages or strengths of Chapter 1 programs focused on indicators that could not be measured easily by standardized tests (such as self-esteem, advocacy role, and parent involvement); and (4) the focus group technique proved to be an effective means of obtaining the best thinking of professionals involved in and concerned about Chapter 1 programs. (A figure presenting bridges and barriers relative to Chapter 1 program settings and one table of demographic data are included. (RS)

ED 352 638   CS 011 136

Kletzien, Sharon B.; Taylor, Sharon J.
Comprehension Strategies of Literary Engagement: A Study of Adolescent Readers.
PUB DATE- 3 Dec 92
NOTE- 19p.; Paper presented at the Annual Meeting of the National Reading Conference (42nd, San Antonio, TX, December 2-5, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- English Instruction; Grade 11; High Schools; High School Students; Literature Appreciation; Protocol Analysis; *Reading Comprehension; Reading Research; *Reading Strategies
IDENTIFIERS- Aesthetic Reading; Narrative Text; *Response to Literature; Text Factors

A study determined what comprehension strategies either contributed to literary engagement or inhibited engagement among adolescents. Subjects, 25 eleventh-grade students chosen at random from two heterogenous English classes in a suburban school, read two short stories and reported their thinking and understanding as they were reading. Transcripts of the think-aloud protocols were analyzed. Results indicated that: (1) 7 of the readers were engaged on both stories, 7 were not engaged on either, and the remaining 11 were engaged with one story but not the other; (2) difficulty of the story had a strong effect on engagement; (3) subjects' self-ratings of their usual story engagement, their measured engagement, and their teachers' ratings did not correspond very well; (4) both engaged and nonengaged readers tended to use the same strategies; and (5) there was a wide variability of strategy use among readers. Findings suggest that teachers need to provide strategy instruction for all students with the suggestion that students need to experiment and discover which strategies work best for them. (A figure of reading survey questions and 5 tables of data are included; 29 references are attached.) (RS)

ED 352 639   CS 011 137

Fox, Dana L.

DESCRIPTORS- English Literature; Higher Education; *Literary Criticism; Literature Appreciation; Reader Response; *Short Stories; Social Influences; *Victorian Literature
IDENTIFIERS- *Hardy (Thomas); Historical Background; Research Suggestions

Thomas Hardy has received great acclaim as a poet and novelist, but his short stories have remained largely ignored with regard to the usual short story "canon." Early reviews of Hardy's stories were mixed, but after his death the tide of critical opinion tended to turn against Hardy's stories. A significant historical factor was the prevalence of censorship by editors during the Victorian period, since Hardy focused on telling life stories "honestly." Hardy was forced by editors to alter his writing to conform to social standards of morality. Clearly, the effects of these circumstances are part of the history of these stories, thus affecting a full appreciation of them. Consideration of the reception history also sheds light on Hardy's innovative techniques, including his use of black comedy or the absurd. Critical opinion has also been affected by Hardy's theory of the storyteller's art, including his fascination with the "exceptional" or the bizarre. Hardy's explorations of the supernatural is an aspect of his stories that is most misunderstood by today's critics, who admire Modernist story tellers like Chekhov, Joyce and Hemingway. Today, with the advent of cultural criticism and the interest in folk materials, Hardy's stories may take on new resonance and generate growing interest among critics. Further re-evaluation of Hardy's stories by Hardy scholars is certainly called for in such a climate, perhaps even reinstating him as a master of the short story form. (Seventeen references are attached.) (HB)

ED 352 659 CS 213 618

Young, Michael W.
The Classroom Trial of "Tess of the D'Urbervilles": A Way to See, Speak, Hear, and Live a Persuasive Essay.
PUB DATE- Mar 92
NOTE- 8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Higher Education; *Literature Appreciation; *Persuasive Discourse; Role Playing; *Simulation; Undergraduate Students; Writing Assignments
IDENTIFIERS- *English Literature; Mock Trials; Response to Literature; *Tess of the D Urbervilles; University of Nebraska Lincoln; Writing Contexts

Courtroom scenes in literature seem to have a special magic with students (probably because of all the trials seen on television, fiction or non-fiction). Students in a composition and literature course at the University of Nebraska, after reading Thomas Hardy's "Tess of the D'Urbervilles," wrote "closing arguments" for either the prosecution or the defense in the trial that was omitted from the novel. Students were then told to come to class ready to argue either position. They were randomly divided into defense and prosecution teams, collaborated on an opening statement, and presented that statement to the "judge," the instructor. The teams then cross-examined one another. The novel, which so many of them had their wide reading experiences. Subjects read Robert Cormier's "I am the Cheese," Alice Childress' "A Hero Ain't Nothin' but a Sandwich," and Ursula Le Guin's "A Wizard of Earthsea" and recorded their responses in a reading log. Reading logs were transcribed and analyzed. Results indicated that: (1) personal response, character and/or event analysis, sense-making, and retelling were the predominant responses for each novel; (2) evidence of individual variations in response emerged clearly; and (3) individual readers responded differently not only from each other, but also from one novel to the other. Findings suggest that the subjects engaged more personally, fully and knowledgeably in the literary experience and that the reading log is effective in enhancing literary response. (Four tables of data are included; a reading response log guide, a description of the categories of reader response, a list of response descriptors generated, and 35 references are attached.) (RS)

ED 352 680 CS 507 917

Miller, Debra A.
Multicultural Communications: Sensitizing Public Relations Students to Multicultural Society.
PUB DATE- Aug 92
NOTE- 40p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (75th, Montreal, Quebec, Canada, August 5-8, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Course Content; Course Descriptions; *Course Organization; Higher Education; *Intercultural Communication; *Interpersonal Communication; *Multicultural Education; *Public Relations
IDENTIFIERS- Florida (Southeast); Florida International University

Designed in response to the need for public relations education to produce well-trained, culturally sensitive practitioners for the workforce and the marketplace, an innovative semester-length course was launched in fall 1990 at Florida International University to enable public relations graduate and undergraduate students to explore the multicultural dimensions of communication with diverse audiences in the United States and abroad. The course's first segment--Cultural Awareness and Sensitivity--contained three training modules: Culture and Cultural Context, Intercultural Communication, and Myths and Stereotypes. Structured exercises in small groups and class discussion focused on these issues. The course's second segment--South Florida: America's Boiling Pot--featured a wide range of speakers representing Greater Miami's ethnic communities, and in addition to identifying issues of importance, allowed students to identify the communication channels appropriate in reaching the different groups. The third segment of the course--Intercultural/International Communication--used a series of guest speakers, assigned readings, and in-class exercises to explore how public relations activities are conducted outside of the United States. Assignments included preparing an annotated bibliography on issues of multiculturalism; researching and writing a 20-page briefing paper on subjects of concern to 6 discrete ethnic groups; and developing a public relations campaign targeted at a minority group. Overall, student evaluations have been positive. (Nineteen references and an

155 school personnel who had participated in a Nebraska assessment center elicited 106 responses, a 68 percent response rate. Findings indicate that one-half of the respondents were in building-level administration and at an entry-level stage in their careers. Individuals who participate in a NASSP Assessment Center complete six exercises--two leaderless groups, two in-baskets, fact-finding, and structural interview--and receive a final report along with oral feedback. All participants reported that the program exercises with the greatest motivating force for pursuing developmental activities were the final written report and the oral feedback. The least motivating were the fact-finding and leaderless group exercises. Females gave equal ratings to the final written report and oral feedback, whereas males rated the written report highest. Attitudes toward four factors relative to assessment did not vary by gender. Overall, the volunteers rated the center's motivational force more highly than did the nonvolunteers. Volunteers with a high degree of personal interest in assessment expressed the most positive attitudes toward the program. Four tables are included. (LMI)

ED 352 700 EA 024 478

Miklos, Erwin
Doctoral Research in Educational Administration at the University of Alberta, 1958-1991.
PUB DATE- 92
NOTE- 209p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Education; Decision Making; *Doctoral Dissertations; *Educational Administration; *Educational Change; Elementary Secondary Education; Foreign Countries; Higher Education; Individual Characteristics; Organizational Change; Organizations (Groups); Policy Formation; *Research Design; *Research Methodology
IDENTIFIERS- *University of Alberta (Canada)

The general purpose of this book is to develop an overview and synthesis of the doctoral theses completed in the Department of Educational Administration at the University of Alberta (Canada) from 1958 to 1991. Among the more specific objectives are: (1) To describe the general characteristics of the research methodologies used in the studies; (2) to search for trends in the uses of research and methodologies used in the studies; (3) to identify the major research areas and substantive themes in the studies; (4) to summarize the outcomes of the studies in relation to major research; and (5) to use the results of the review as the basis for commenting on possible future emphases in doctoral studies. Following an introduction, eight chapters address the following topics: characteristics of the research, administrators and administration, context of educational administration, organizational analysis, individual and organization, educational and organizational change, decision making, and policy development and implementation. A summary and discussion conclude the book. (Contains 320 references.) (RR)

ED 352 701 EA 024 491

Tracy, Dyanne M.; Muir, Sharon Pray
Overcoming Merit Pay Dissatisfaction: A Faculty-Developed, Bilevel, Criterion-Based Plan.
PUB DATE- 92

processes within the school district. In particular, the change process follows three stages: support, adaptation, and incorporation. Two figures and a 17-page bibliography are included. (LMI)

ED 352 721   EA 024 528

Berman, Paul; And Others
Preliminary Data Analysis of Characteristics of Change Agent Projects. Study of Change Agent Programs: A Working Note.
SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.
PUB DATE- Sep 74
NOTE- 133p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Change; *Educational Innovation; Elementary Secondary Education; *Federal Aid; *Federal Programs; Models; Program Implementation; *School Districts

Preliminary findings of a study that identified characteristics of federally funded change agent programs are presented in this paper. The study examined four federal change agent programs: Elementary and Secondary Education Act (ESEA) Title III, Innovative Projects; ESEA Title VII, Bilingual Projects; Vocational Education Act, Part D, Exemplary Programs; and the Right-to-Read Program. Data from a national survey of 225 projects in 18 states and case studies of 30 projects were analyzed to determine which factors systematically affect the change process. Project designs were categorized by goals, educational approach, change strategy, and resources. Independent variables of the institutional setting--district size, wealth, expenditure per pupil, source of financial funding, community demographics, and the superintendent--were analyzed for their effects on a school district's "innovativeness." The districts most likely to adopt innovative programs were larger; had higher density school enrollments, adequate budgets, higher family incomes, and more experienced superintendents; and were less dependents on state aid. Thirteen tables are included. The appendix contains methodology notes and eight statistical tables. (Contains five references.) (LMI)

ED 352 722   EA 024 529

Bass, G.; And Others
Revised Study Design for Final Phase of the Change Agent Study. Study of Change Agent Programs: A Working Note.
SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.
PUB DATE- Mar 75
NOTE- 31p.; The first page of the Introduction is partially illegible.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Innovation; Elementary Secondary Education; *Evaluation Methods; *Federal Aid; *Federal Programs; *Program Evaluation; Research Administration; Research Design

The Rand change agent study was designed to determine the factors for successful implementation and continuation of selected federal programs--the Elementary and Secondary Education Act, Title III, Innovation Projects; ESEA Title VII, Bilingual Projects; Vocational Education Part D, Exemplary Programs; and the Right-to-Read program. This report describes research

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Collected Works - Serials (022)
DESCRIPTORS- Constitutional Law; Court Litigation; *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; *Finance Reform; *Property Taxes; Public Education; *State Courts; State Legislation; Tax Effort
IDENTIFIERS- Kentucky; New Jersey; Texas

State litigation involving unconstitutional school financing systems are described in this document, which focuses on efforts in Texas to reform the financing of public education. Since its school finance system was declared unconstitutional in 1987, two subsequent proposals have been struck down by the Texas Supreme Court for the following reasons: (1) the proposals relied too heavily on local property taxes; and (2) a county education district plan essentially created a statewide property tax, which was against Texas law. The efforts of state lawmakers in Kentucky and New Jersey are also described. A conclusion is that states' school financing conflicts are far from over. In the majority of school finance litigation cases, the common thread is the focus on equitable resources for all schools. Additionally, courts have been asked to determine the basis of an adequate system of financing public education. Two maps that depict the legal status of states' education finance systems are included. (Contains 16 references.) (LMI)

ED 352 743 EA 024 564

Project A : School Based Improvement in AISD, 1991-92.
PUB DATE- 92
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Decentralization; *Educational Improvement; Elementary Secondary Education; Organizational Climate; *Outcomes of Education; Participative Decision Making; *School Based Management; School Effectiveness; *School Restructuring
IDENTIFIERS- *Austin Independent School District TX; Project A Plus Elemen Techn Demonstration Schools

Outcomes of Project A , a school-based improvement (SBI) partnership developed between International Business Machines (IBM) and the Austin Independent School District, are described in this document. SBI is a vehicle for restructuring schools to meet the goal that all students will function successfully at or beyond their appropriate grade levels. This document evaluates 16 Phase 1 and 12 Phase 2 schools that joined the project in 1990-91 and 1991-92, respectively. Methodology involved interviews with six central office administrators; three surveys--a campus, an employee, and a school climate survey; and analyses of campus improvement plans and student achievement data. Findings indicate that the 1991-92 student outcomes are mixed, and that a drop in the school climate tends to occur during Phase 1, which improves during the second phase. The SBI campuses have not yet found the AISD objectives to be reasonable and attainable and do not see SBI as a vehicle for achieving them. The following obstacles to success were identified: varied expectations, levels of understanding, and ownership; differential training for Phases 1 and 2; lack of adequate and timely clarification of roles, policies, and parameters; lack of universal commitment to SBI concept from the board, central office, and others; need for ongoing

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Civil Rights; *Civil Rights Legislation; *Compliance (Legal); *Disabilities; Employment Opportunities; *Equal Opportunities (Jobs); Federal Legislation; *Federal Regulation; *Handicap Discrimination; Normalization (Handicapped); Resources; Technical Assistance
IDENTIFIERS- *Americans with Disabilities Act 1990

This manual and resource directory aims to help employers, other entities, and persons with disabilities learn about their obligations and rights under the employment provisions of Title I of the Americans with Disabilities Act (ADA). The manual provides guidance on the application of legal requirements established in the statute and in regulations of the Equal Employment Opportunity Commission (EEOC). The manual's 10 chapters address the following topics: (1) summary of Title I legal requirements; (2) definitions of "an individual with a disability," a "qualified individual with a disability," and "essential" job functions; (3) the obligation to make reasonable accommodation; (4) establishment of qualification standards and selection criteria that do not discriminate; (5) guidance on nondiscrimination in recruitment and selection; (6) requirements applicable to medical examinations and medical inquiries; (7) the obligation to apply ADA nondiscrimination requirements to promotion and advancement opportunities, training, evaluation, and employee benefits such as insurance; (8) requirements related to employment policies regarding drug and alcohol abuse; (9) guidance on ADA requirements as they relate to workers' compensation practices; and (10) enforcement provisions. Appendixes contain the text of Title I and Title V, EEOC regulations, and a form for ADA-related small business tax credit. The resource directory is divided into three parts, covering: federal agency programs that provide information and technical assistance on or related to the ADA and other federal nondiscrimination requirements; information on specific employment-related information and technical assistance available from national nongovernmental organizations; and locations and telephone numbers for regional and state offices of federal programs. (JDD)

ED 352 764 EC 301 694

Identifying the Needs of Drug-Affected Children: Public Policy Issues. OSAP Prevention Monograph-11.
PUB DATE- 92
NOTE- 178p.; The document is based on papers and discussions from OSAP's Issue Forum: Drug-Exposed Children Ages 2 to 5: Identifying Their Needs and Planning for Early Intervention (1st, Chevy Chase, MD, November 13-14, 1990).
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Alcohol Abuse; Child Advocacy; *Child Development; Child Welfare; Cocaine; *Congenital Impairments; Court Litigation; Cultural Context; Drug Abuse; *Early Intervention; Ecological Factors; Educational Policy; Incidence; Individual Needs; Infant Behavior; Legal Responsibility; Neonates; Perinatal Influences; Play; *Prenatal Influences; Preschool Children; Preschool Education; Prevention; Social Environment; Student Needs; *Substance Abuse
IDENTIFIERS- Fetal Alcohol Syndrome; *Fetal Drug Exposure

ED 352 783 EC 301 713

Heyward, Salome M.
Access to Education for the Disabled. A Guide to Compliance with Section 504 of the Rehabilitation Act of 1973.
PUB DATE- 92
NOTE- 324p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Accessibility (for Disabled); *Civil Rights Legislation; College Admission; *Compliance (Legal); *Disabilities; Discipline; Due Process; Educational Discrimination; Elementary Secondary Education; Employment; Equal Opportunities (Jobs); *Federal Legislation; Handicap Discrimination; Higher Education; Law Enforcement; *Legal Responsibility; Postsecondary Education; Pupil Personnel Services; *Rehabilitation; Student Evaluation; Student Placement; Student Recruitment
IDENTIFIERS- *Rehabilitation Act 1973 (Section 504)

This book presents an analysis of and guide to Section 504 of the Rehabilitation Act of 1973. Part I considers the evolution of compliance standards under Section 504 with chapters on civil rights compliance standards, nondiscrimination versus affirmative action, and the recipient's obligation. Part II provides an overview of Section 504 covering: who must comply (the meaning of "recipient" and "federal financial assistance"); determining who is handicapped; the meaning of "qualified handicapped person"; prohibited discriminatory actions; and procedural requirements. Part III examines the duty to provide access to facilities. Part IV focuses specifically on elementary and secondary education through coverage of: entities responsible for providing services; appropriate education; free education; educational setting; evaluation and placement; disciplining disabled students; procedural safeguards; nonacademic services; preschool, adult education, and private education; and Section 504 versus the Education of the Handicapped Act (EHA). Part V addresses postsecondary education and discusses the recipient's responsibility, admissions and recruitment, treatment of students, and academic adjustments. Employment is the focus of part VI which considers meaningful access, reasonable accommodation, employment criteria, and preemployment inquiries. The last section looks at enforcement including charges of discrimination, relationships with the federal enforcement agency, and development of an effective compliance program. Appendices list cases, agency rulings, and sources of information and provide the text of Section 504. End notes for each chapter are also provided. (DB)

ED 352 784 EC 301 714

Scruggs, Thomas E., Ed.; Mastropieri, Margo A., Ed.
Advances in Learning and Behavioral Disabilities. Volume 7.
PUB DATE- 92
NOTE- 309p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Age Differences; Aging (Individuals); *Behavior Disorders; Cognitive Processes; Comprehension; Elementary Secondary Education; Intervention; *Learning Disabilities; *Learning Processes; Learning Strategies; Memory; Mental

Unity of a Central Bontoc Expository Text.
PUB DATE- 91
NOTE- 224p.; M.A. Thesis, De La Salle University.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Collected Works - Serials (022)
DESCRIPTORS- *Cohesion (Written Composition); Discourse Analysis; *Expository Writing; *Folk Culture; *Language Patterns; Linguistics; *Syntax; Uncommonly Taught Languages
IDENTIFIERS- *Bontok

This study analyzes the discourse structures of one text type in Central Bontoc, one of eight minority Philippine languages. The text explains the Innana rituals, a complex of six rituals held annually in Bontoc villages shortly after the planting of the rice crop. The rituals are considered extremely important because they are believed to help the crop, foster clan unity, and help young people realize the importance of cooperation and contribution to family and clan gatherings. Five specific questions are addressed: (1) What devices are used to make the Innana text transparent and clearly structured? (2) What Central Bontoc paragraph types are exemplified in the Innana text and what role do they play in the discourse? (3) How does the author signal rising and falling tension in the text, and what does this tell about the relative importance of the various rituals? (4) In what way has the author given the text intersentential cohesion, and how does this relate to overall goals in the discourse? and (5) What motivated production of the text, and is it effective in the real-world context? The research focuses on one exemplary text. That text, with English translation, is appended. Also appended are notes on Central Bontoc grammar and syntax and the rituals themselves. A 37-item bibliography is included. (MSE)

ED 352 803 FL 020 773

Rannut, Mart
Beyond Linguistic Policy: The Soviet Union Versus Estonia.
PUB DATE- Aug 91
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Communism; *Cultural Pluralism; Democratic Values; Elementary Secondary Education; *Ethnic Groups; Foreign Countries; Language Attitudes; Language Maintenance; Language Planning; *Language Role; *Political Influences; *Public Policy; Russian; *Uncommonly Taught Languages; Violence
IDENTIFIERS- *Estonia; USSR; USSR (Estonia)

Discussion of the role of non-Russian languages in the Soviet Union (USSR) focuses on the history of ethnic group languages and language policy in Estonia since the collapse of totalitarianism. A historical overview of Soviet Union language policy is offered, with attention given to the ideological goals influencing policy, and their realization and results. Three periods are discerned: the first characterized by urgent and violent measures used to implement Communist ideals, including elimination of whole ethnic groups; the second emphasizing homogenization and elimination of ethnic markers; and the third occurring with the introduction of "perestrojka," when ethnic and linguistic self-determination continued to be denied despite official change in policy. Three simultaneous processes are noted: increasing economic malfunction; the attempt by indigenous nations to establish political

(150)

DESCRIPTORS- Elementary Secondary Education; French; *Inservice Teacher Education; *Institutes (Training Programs); Instructional Improvement; *Language Proficiency; *Language Teachers; *Oral Language; *Second Language Learning; Spanish; Summer Programs; Teaching Methods

An institute in oral proficiency and teaching effectiveness for practicing secondary Spanish and French teachers is described. The spoken language classes of the institute took place daily, 4 hours per day for 4 weeks, using a modified Foreign Service Institute (FSI) method of small group instruction. Native speaker tutors were used who were trained to teach the language orally and to serve as experts. A linguist was available for questions about the phonology, syntax, grammar, or other aspect of the language. Classes focused on pronunciation, including phonemes and intonation; individual and dialect differences; everyday expressions; question asking and answering; simulations; study of syntax, word choice, and meanings; and appropriateness of style. FSI texts were used along with other materials, and Spanish language films and social events supplemented the instruction. Results of pre- and post-Institute oral proficiency interview/evaluations showed positive changes for all participants. Their improvement in a 4-week intensive program demonstrated the feasibility and appropriateness of such training for modern language teachers. (LB)

ED 352 823 FL 020 850

Chamot, Anna Uhl; And Others
A Study of Learning Strategies in Foreign Language Instruction: Findings of the Longitudinal Study.
SPONS. AGENCY- Office of International Education (ED), Washington, DC.
PUB DATE- Mar 88
NOTE- 237p.; For related documents, see FL 020 851-852.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; *Cognitive Processes; College Students; Comparative Analysis; Higher Education; High Schools; High School Students; Language Processing; *Learning Strategies; Longitudinal Studies; Metacognition; Russian; *Second Language Learning; Skill Development; Spanish; *Study Skills; Tables (Data); Teacher Effectiveness; Thinking Skills

Part of a larger research project, this longitudinal study analyzed differences between effective and ineffective high school and college language learners and changes in strategy uses over time. Related studies include a descriptive study, which identified learning strategies used in studying foreign languages, and a course development study, in which foreign language instructors teach their students to apply learning strategies. The longitudinal study was conducted during years 2 and 3 of the project with 55 high school students enrolled in Spanish and 25 college students enrolled in Russian. Findings to date indicate that effective students (50) and ineffective students (30) Spanish or Russian tend to use similar strategies to perform language tasks but that effective students are likely to use a wider range of strategies, as well as a greater number of strategies. Examples of metacognitive strategies include self-monitoring, self-evaluation, selective attention, problem identification, and planning; cognitive strategies include using resources, elaboration, note-taking, making

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; American Indians; Bilingual Education; *Compliance (Legal); Delivery Systems; *Educational Background; *Educationally Disadvantaged; Elementary Secondary Education; Identification; Language Proficiency; Languages; *Limited English Speaking; Migrant Youth; Private Schools; Program Evaluation; Public Schools; Remedial Instruction; Second Language Instruction; Spanish Speaking; Staff Utilization; State Programs; State Surveys; *Student Characteristics; Teacher Education; Teachers; Technical Assistance
IDENTIFIERS- *Idaho

Highlights of a state survey of educational programs to assist limited-English-proficient (LEP) students in Idaho's elementary and secondary schools are reported. An introductory section describes the legislative background and history of the survey and the methods used to gather data on programs and students. These methods include questionnaires, site visits, and school district records. The first part of the report summarizes student and program data, including LEP enrollments as a proportion of overall enrollments, student distribution by home language, migrant student population, academic achievement levels, number of public school students receiving instructional services designed for LEP students, the instructional models and services used to help LEP students develop English language skills, and staffing for this population. The report's second part describes state activities providing technical assistance to the schools, including preservice and inservice teacher education and on-site legislative compliance reviews. It is concluded that intensive efforts to serve this population continue statewide, there is little consistency in the approaches used by districts to provide services, identification occurs more commonly in the lower grades, and 585 students needed but were not receiving services. Survey results from the schools are collated and appended. (MSE)

ED 352 843 FL 020 881

Bosher, Susan
Developing a Writing Curriculum for Academically Underprepared College ESL Students.
PUB DATE- 92
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Curriculum; *College Preparation; College Second Language Programs; College Students; Curriculum Development; *Developmental Studies Programs; *English (Second Language); *English for Academic Purposes; Higher Education; Immigrants; *Intensive Language Courses; Program Descriptions; Refugees; Student Needs; Writing (Composition); *Writing Instruction
IDENTIFIERS- *University of Minnesota

The Commanding English Program at the University of Minnesota is designed to meet the educational and social needs of academically underprepared students whose native language is not English. Most of the students in this population are Southeast Asian refugees with interrupted education who have finished high school in the United States. The program is a 3-quarter sequence of intensive coursework that concentrates on resources; evaluation methods; recommendations for expansion of skills; notes on distinctive features of related structures in languages that may be students' native tongues; prerequisite skills or knowledge; possible life skills applications; and methods of assessment of the competency. Two bibliographies are appended: an 80-item list of supplementary materials for students and a 43-item list of teacher resources for levels 2 and 3. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 352 862 FL 800 593

Teaching Basic Skills in Life Skills Contexts: An Inservice Training Module for LVA-CT English as a Second Language Tutors.
PUB DATE- 92
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Basic Skills; Classroom Techniques; Curriculum Design; *Daily Living Skills; *English (Second Language); Instructional Materials; Lesson Plans; *Literacy Education; Pattern Drills (Language); Second Language Instruction; Teacher Education; *Tutors; *Volunteer Training; Workshops
IDENTIFIERS- *Constructalog; Literacy Volunteers of America Inc

The set of instructional materials is designed as a training module for volunteer tutors in English as a Second Language (ESL) for adults. It presents the content of a workshop, about 2.5 hours long, with three main objectives: to (1) help tutors understand the distinction between basic skills and life skills in ESL; (2) develop skills in two teaching techniques useful for integrating the different kinds of skills; and (3) prepare for classroom implementation through lesson planning. The curriculum can also be used in two consecutive, briefer sessions. Small group exercises are used throughout the workshop. The curriculum is divided into four segments. The first is designated for welcoming remarks, introductions, establishment of presenters' and participants' goals, and administrative details. The small group activity is paired introductions. The second segment introduces different types of ESL curricula and the distinction between basic and life skills. Small group activities include a discussion of curricular approaches and a review of sample materials. The third workshop segment addresses instructional techniques for integrated skills tutoring. Small group activities are exercises in the Constructalog Technique, a grid drill technique, and lesson planning. The final program segment is for processing, evaluation, and closing. Ten handouts are appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 352 863 FL 800 594

d'Entremont, Carmelle
The First Step: Adult Literacy, Basic Education and Academic Upgrading for Acadians in Nova Scotia = Le premier pas vers: "L'alphabetisation, l'education de base, et le rattrapage scolaire dans le milieu acadien en Nouvelle-Ecosse.
PUB DATE- May 90
NOTE- 193p.
LANGUAGE- English; French
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports -

instrumental ensembles more musically independent than the bottom instrumental ensembles? (2) Is there a natural progression of growth in MI for music majors from freshman to graduate student? (3) Is the non-music major's musical growth influenced by participating in a postsecondary instrumental ensemble? and (4) How could MAT3, MAT4, or GT (grand total) test scores be used to evaluate postsecondary students or programs? (Contains 10 references.) Appendices present study statistical data. (GLR)

ED 352 881 HE 026 081

Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities.
PUB DATE- 88
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accessibility (for Disabled); Acquired Immune Deficiency Syndrome; Cerebral Palsy; College Faculty; *College Instruction; College Students; *Disabilities; Handicap Discrimination; Hearing Impairments; Higher Education; Learning Disabilities; *Mainstreaming; Mental Disorders; *Normalization (Handicapped); Notetaking; *Physical Disabilities; Seizures; Speech Handicaps; *Teaching Methods
IDENTIFIERS- *City University of New York

This handbook is designed to provide City University of New York faculty with practical information and suggestions to help them meet the needs of disabled students in their classrooms. An overview on teaching students with disabilities is provided, followed by discussions of specific topics including coping with mobility and hand-function impairments, hearing impairments, and learning disabilities, working with students who are psychologically impaired or speech impaired, and working with students with AIDS (Acquired Immune Deficiency Syndrome), cerebral palsy, multiple sclerosis, and seizure disorders. In addition, information is provided on where to go for assistance in teaching disabled students. The handbook provides help in revising untrue perceptions about the handicapped, and covers specific classroom techniques to assist the instructor in properly teaching the handicapped student. Specific suggestions are made including identifying the disabled student prior to the start of the class, considerations regarding attendance and promptness, the need for classroom adjustments, testing and evaluation, and student note taking. (GLR)

ED 352 882 HE 026 082

Cockey, Caroline
The Use of an Academic Discipline Model in Budgeting the State University of New York. New York Case Studies in Public Management, No. 2.
PUB DATE- Sep 84
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-

and how it may develop differently between men and women. The study used data from a 1985 Cooperative Institutional Research Programs Survey and a follow-up survey in 1989 which included information from over 27,000 college freshmen and incorporates information acquired directly from institutions. The sample for the study was limited to 15,050 students attending 192 four-year colleges and universities. The data were analyzed in terms of characteristics at entry to college, intended choice of major, characteristics of the college environment, and college experiences. The dependent variable was students' self-rating of their mathematical ability. Findings indicated that women are less confident than men about their mathematical abilities and that this disparity increases during the college years and is in large part based on their self-confidence and preparation during the high school years and on their experiences during college. Choice of major, and certain factors of institutional selectivity were significant factors in women's change in self-concept regarding mathematics ability. In addition, women who tutor other students in math had higher self-confidence. Interaction with faculty was found to have a negative relationship with women's math self-confidence. Appendixes contain further technical information on the study. (Contains 43 references.) (JB)

ED 352 900   HE 026 100

Anderson, Kristine L.
Faculty Support for a Merit Pay System. ASHE Annual Meeting Paper.
PUB DATE- 1 Nov 92
NOTE- 38p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Minneapolis, MN, October 28-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Rank (Professional); *College Faculty; *Evaluation Criteria; Faculty College Relationship; Faculty Evaluation; Higher Education; Librarian Attitudes; Librarians; *Merit Pay; Merit Rating; Personnel Evaluation; Salaries; State Universities; *Teacher Attitudes; Unions
IDENTIFIERS- *ASHE Annual Meeting; State University System of Florida

This study examined attitudes among faculty of Florida State University (FSU) toward an established merit pay system and in particular whether faculty were more comfortable with a merit system which included departmentally developed criteria. Union and administration had agreed on a merit pay system in 1984 which included faculty and departmental participation in developing the system. The data for this study came from a questionnaire survey of the faculty and librarians at each of the nine institutions in the FSU system. Analysis of the 954 usable questionnaires returned (a 16.5 percent response rate) found lower support for merit pay among more senior ranked faculty, among those in small comprehensive universities, among union members, among librarians, and among faculty in the humanities, arts and letters, and education. Stronger relationships were found for variables representing experiences in the department with merit pay. In particular faculty attitudes were related to whether they were aware of departmental merit criteria, whether they believed raises had been distributed according to those criteria, and whether they believed their department had received a fair share of university merit pay funds. (Contains 18 references.) (JB)

Labor; Child Welfare; Compliance (Legal); Federal Legislation; Federal Programs; *Food Service; *Injuries; *Labor Legislation; *Occupational Safety and Health; State Programs; *Work Attitudes

A comprehensive analysis of child labor and government responsiveness was undertaken for the past 10 years, based on interviews, surveys, and questionnaires of officials in all 50 states, extensive library research, and reviews of legal, demographic, economic, public health, and other literature. Some of the highlights of the research findings are the following: (1) about 5.5 million children, aged 12-17, work in the United States; (2) the average 15-year-old works 17 hours a week, and the average 16- or 17-year-old works 21 hours a week; (3) 139 children died in job-related accidents in 1990, about one-third in farm-related accidents; (4) there were approximately 72,000 job-related injuries to working children in 1990--the majority in the restaurant industry; (5) federal laws regarding child labor are rarely enforced and inspections rarely are made; (6) the Department of Labor has worked to loosen child labor regulations on 14- and 15-year-olds; (7) many states have very weak child labor programs; (8) industry groups, led by the fast-food industry, are lobbying to weaken child labor programs; and (9) parents and schools, as well as the government, could take steps to protect children from abusive labor practices if they were better informed of the risks of child labor and the future implications for children's education. (The report includes three appendixes: information on interpreting figures in the report; the formula used to determine the number of injuries for an age group and an industry; and a matrix comparing existing law with proposed child labor legislation--S.600 and H.R. 2076.) (KC)

ED 352 449 CE 062 506

Sasaki, Laura J.; Creadick, Jean Polhamus
Literacy Programs in Hawaii and the Need for an Office of Literacy. Report No. 4.
PUB DATE- Apr 92
NOTE- 185p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Literacy; Basic Skills; Clearinghouses; *Educational Administration; Educational Cooperation; Educational Finance; *Educational Planning; Feasibility Studies; *Government School Relationship; *Literacy Education; *State Agencies
IDENTIFIERS- *Hawaii

A study designed to consider the feasibility of creating a State Office of Literacy in Hawaii found no consensus among those interviewed as to whether such an office should be established or what its duties should be. Consequently, the creation of a permanent Governor's Commission on Literacy was recommended instead. Housed within the Office of Children and Youth, the commission would have the following responsibilities: (1) coordinate and facilitate the activities of literacy service providers and literacy; (2) gather and serve as a clearinghouse for information on grants and other money available in the state for literacy providers and programs, available literacy services, the measurable results of various literacy programs, and statistics and demographics concerning those needing and receiving literacy services; and (3) develop public-private sector literacy partnerships, assisted by a public-private advisory board similar in function and representation to that of the existing Governor's Council for Literacy. Among those validity sources. Eight components were verified by more than half as essential: sufficient financial support, individualized curriculum modifications, ongoing career guidance and counseling, instructional support services, assessment of individual career interests and abilities, family/parental involvement and support, intra- and interagency collaboration, and follow-up. They emerged as the core structure for the programs and services that serve special population students effectively. (Appendixes include 41 references, an 11-item bibliography, and a descriptive list of 20 components.) (YLB)

ED 352 467 CE 062 561

Wardlow, George; And Others
A Guide To Assess Institutional Excellence in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 94p.; For a related document, see ED 340 908.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Assessment; Educational Development; *Effective Schools Research; *Evaluation Methods; *Excellence in Education; Institutional Evaluation; *Material Development; Postsecondary Education; Program Effectiveness; Secondary Education; *Vocational Education

A project developed and tested an Institutional Effectiveness Assessment Guide (IEAG) that incorporated themes and factors identified by Wardlow et al. (1992) as contributing to excellence. An interpretive design was used to enable researchers to gain input and consensus from participants of exemplary institutions regarding the institutional-level factors that contribute to excellence in vocational education. Wardlow's factors were organized into the following themes and subthemes representing related items: school climate, administrator attributes, instructor attributes, student attributes, curriculum development, and institutional marketing/vocational student organizations/support services. Those items were then developed into quantitative assessment items and organized within the original thematic areas. The IEAG was administered to samples of students, administrators, instructors, and advisory committee members. Because the instrument was based directly on the attributes of exemplary institutions, it was found to possess both face and content validity. The instrument was tested for both internal consistency and stability as two forms of reliability. (Appendixes, amounting to over half of the report, include 20 references; IEAG User's Manual, including information on its testing, instructions for administration, interpretation guidelines, and an outline for institutional improvement; IEAG--Student Version; and IEAG--Administration, Instructor, Advisory Committee Member Version.) (YLB)

ED 352 468 CE 062 562

Schmidt, B. June; And Others
Helping Teachers To Understand Their Roles in Integrating Vocational and Academic Education: A Practitioner's Guide.
SPONS. AGENCY- Office of Vocational and Adult Education (ED),

the educational systems and local workplaces. This analysis also addresses the issue of whether a strategy that complements current changes in work can also affect the persistent problems found in minority education. Appendixes include a list of 150 references and a 48-item bibliography. (YLB)

ED 352 485   CE 062 623

Schmidt, B. June; And Others
Teachers' Roles in the Integration of Vocational and Academic Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 134p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Education; Administrator Role; Change Agents; Change Strategies; Classroom Techniques; Curriculum Development; Educational Administration; *Educational Change; Educational Cooperation; Educational Research; Educational Strategies; High Schools; *Integrated Curriculum; Interviews; Secondary School Teachers; *Teacher Role; Teaching Methods; *Vocational Education; Vocational Education Teachers

A study of the roles of vocational and academic teachers in the integration process involved interviews with 109 principals, other administrators, counselors, and vocational and academic teachers at 10 school sites. The research was designed to build upon and complement studies identified in a literature search that had examined other facets of integration. Six themes emerged from an analysis of the interviews: cooperative efforts, curriculum strategies, instructional strategies, administrative practices and procedures, student outcomes, and teacher outcomes. The first three themes identified stages of integration and roles within the stages that teachers assume as they move from school settings where little or no integration exists to settings where extensive integration efforts are underway. The administrative practices and procedures theme was also characterized in stages that were directed at actions of administrators that can help teachers assume roles outlined for them in the three earlier themes. For both of the remaining themes, the overwhelming majority of the instances were positive. (Appendixes include a list of 24 references, interview schedules, descriptions of interview sites, and sample write-up of an interview.) (YLB)

ED 352 486   CE 062 624

Workplace Literacy: Bottom-Line Business Strategies. Showcase 3.
PUB DATE- Oct 91
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Corporate Support; Education Work Relationship; *Literacy Education; Program Descriptions; *Program Design; *Program Development; Program Implementation; Resources; *School Business Relationship; Statewide Planning
IDENTIFIERS- Florida; *Partnerships in Education; *Workplace

LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Apprenticeships; *Demand Occupations; Educational Needs; *Educational Planning; *Education Work Relationship; Employment Opportunities; *Employment Projections; *Job Skills; Job Training; *Labor Needs; Occupational Information; Postsecondary Education; School Business Relationship; Secondary Education; Vocational Education
IDENTIFIERS- *Texas (East)

The Technology Partnership Organization (TPO) is one of 24 Quality Work Force Planning (QWFP) entities in Texas. The TPO met its objectives through a variety of activities, including the following: (1) establishing a QWFP committee for the region; (2) providing an inventory of key regional industries with the greatest job opening potential and keying them into a software module; (3) producing inventories of occupationally specific secondary, postsecondary, adult, and proprietary school vocational-technical education programs, including apprenticeship programs, secondary occupationally nonspecific vocational-technical programs, adult education and literacy programs, and economic development organizations and services; (4) creating a brochure identifying 27 targeted occupations in East Texas; (5) supporting the activities of the Texas Innovation Information Network System; (6) exploring the development of secondary-level apprenticeship linkage programs; (7) developing skills inventories for two priority occupations--police officers and secretaries; (8) developing a service delivery plan for the region; and (9) conducting activities to implement the service delivery plan. (The Operational Plan is included as a major section of the document. The report also contains 12 appendixes: names and addresses of the board of directors; supplementary labor market data; lists of secondary occupational nonspecific programs, adult education and literacy programs, economic development initiatives, and targeted occupations and training programs; the targeted occupations brochure produced during the program; lists of secondary-level student apprenticeship linkage programs; skills inventories for targeted occupations; additional information; news releases; and an inventory of postsecondary programs. (KC)

ED 352 504 CE 062 659

Instructor Guides for Training Food Service Supervisors in Long Term Care Facilities.
SPONS. AGENCY- Iowa State Dept. of Education, Des Moines. Bureau of Career and Vocational Education.
PUB DATE- 91
NOTE- 348p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Conflict Resolution; *Dietetics; *Food Service; *Frail Elderly; Job Analysis; *Long Term Care; Models; Nursing Homes; Nutrition; Occupational Home Economics; Postsecondary Education; Quality Control; State Curriculum Guides; Stress Management; *Supervisory Training; Time Management; Vocational Education
IDENTIFIERS- Iowa

This final report describes a project to develop postsecondary teacher resource guides for supervisor courses in food service management, preparation and service of modified diets, and meal service in long-term care facilities in Iowa. Introductory concerning the comprehensive high school: purpose, curriculum that best follows from the purpose, instructional methods best used to teach the curriculum, and high school organization. Thirty-four references are listed. (YLB)

ED 352 521 CE 062 676

Donohue, Theresa R.; And Others
The Comprehensive High School: An International Perspective.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 68p.; In "New Designs for the Comprehensive High School. Volume II--Working Papers"; see CE 062 664.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Comparative Education; Curriculum; *Educational Change; *Educational Development; Educational Finance; Educational Innovation; *Educational Practices; Educational Principles; Educational Research; Educational Technology; Educational Trends; Education Work Relationship; Foreign Countries; Guidelines; High Schools; Industrialization; Integrated Curriculum; International Educational Exchange; Relevance (Education); Role of Education; School Business Relationship; School Community Relationship; School Organization; School Role; *Teaching Methods; Vocational Education
IDENTIFIERS- Australia; France; Germany; Great Britain; Japan; Sweden

This paper examines secondary schools in countries other than the United States to show the diversity of secondary school systems that operate within the industrialized world. The six countries are Australia, Germany, France, Japan, Sweden, and Great Britain. The descriptions are organized according to country and area of focus--learner outcomes, learning process (curriculum, instruction, assessment), organization, partnerships with the community, staffing, physical facilities, and cost. Each country description concludes with a section on implications for school design in the United States. A table gives an across-the-board comparison of the most important points in each country section. This information is arranged according to the key words or key phrases that most accurately represent the main theme of each area of focus for each country. An analysis of table similarities highlights the following common themes among the countries: need to satisfy the requirements of the work force, notion of development of the whole personality of the individual, provision of equality of opportunity to all citizens, a nationally prescribed core curriculum, various degrees of centralized management, and transition from school to work as a priority. The paper concludes with a list of implications for school design in the United States. A list of 26 references, a 35-item bibliography, and an appendix documenting procedures and sources used in data collection are provided. (YLB)

ED 352 522 CE 062 678

Sanford, Maine Public Schools National Workplace Literacy Program. Performance Report. March 1, 1991 to June 26, 1992.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 26 Jun 92
NOTE- 25p.

*Writing Instruction; Writing Skills
IDENTIFIERS- 353 Project

This document reports how a writing/communication curriculum for incarcerated adults was developed in response to an informal survey taken at the Schuylkill County (Pennsylvania) Prison. Findings from students in the 1990-91 adult basic education course indicated that prisoners evidenced low-level writing skills, an apathetic attitude toward the community, and obvious lack of self-esteem. The eight-page report is followed by these appendixes: writing sample evaluation scale, self-evaluation survey, community service survey, student release form, sample recruitment flyer, and selected post-course student comments. Two other publications are included. The first is a collection of writings by prisoners/students. Their life stories appear first. The writings show the inmates' regret for the sorrow their actions have caused loved ones, their despair of ever leading a "normal" life, and desire to prevent other youth from falling into the pitfalls that led them to their present condition: making poor choices, bowing to peer pressure, and rebelling with misplaced youthful spirit. The second publication is the curriculum guide. It provides the following: objectives, a materials list, time requirement, and directions for 30 classes; listening skills worksheets; sample tributes; selected aphorisms; similes and metaphors information sheets; writing sample evaluation scale; self-evaluation scale; community service survey; sample student release form; and sample recruitment flyer. (YLB)

ED 352 541 CE 062 707

Varner, Randy L.
Workplace Education: Special Topics. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.
PUB DATE- 30 Jun 92
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Assertiveness; *Communication Skills; *Computer Literacy; Curriculum Development; Inservice Education; Job Skills; Staff Development; *Stress Management; *Time Management
IDENTIFIERS- 353 Project; *Workplace Literacy

A curriculum of "Special Topics" for workplace education programs was developed. Project staff took into account former participants' suggestions and recommendations for workshop topics and brainstormed ideas for inclusion into the curriculum. Both commercially produced and instructor-made materials on stress management, communication skills, time management, assertiveness, job retention skills, and computer literacy were researched and reviewed. Final workshop contents were assembled and the curriculum was implemented. The computer literacy workshop consisted of six 2-hour sessions at the Adult Education and Job Training Center. Other workshops were 1 1/2 hours long and were presented at the worksite. Total attendance was 155, with approximately 60 different individuals participating. (The 20-page report is followed by appendixes containing the seven-part curriculum. The seven topics are as follows: time management, assertiveness, success on the job, stress management, communication skills, success on the job II--combination of assertiveness and time management resources and curriculum, and computer literacy. Materials provided for each

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Students; Basic Skills; College Programs; Community Colleges; *Cooperative Programs; Curriculum Development; Educational Needs; *Education Work Relationship; Employment Potential; Institutional Cooperation; Job Skills; *Literacy Education; Mathematics Instruction; Outcomes of Education; Postsecondary Education; Program Effectiveness; Program Implementation; *School Business Relationship; Teaching Methods; Two Year Colleges

IDENTIFIERS- Arapahoe Community College CO; *Workplace Literacy

The BUILD Program (Businesses United to Increase Literacy Development) was conducted from June 1991 through December 1992 as a cooperative workplace literacy program joining Arapahoe Community College and four companies in Littleton, Colorado. During the project, staff were hired, equipment was ordered and installed, literacy task analyses were completed, and curriculum was developed for communication skills, mathematics, problem solving and computer literacy, and reading and language. Following a 5-week pilot program, four 10-week, 40-hour sessions were conducted. In addition, computer software was purchased and developed to enable students to work independently. A project manual and tutor training manuals for volunteer tutors also were developed. The program was projected to serve 200 students; a total of 269 were actually served. All four business partners were satisfied with the project and agreed to be partners for another grant proposal. An ongoing outside evaluation confirmed the effectiveness of the program. (Nineteen appendixes making up the bulk of the document include the following: a chart of task analyses, a supervisor interview and survey, company goal sheets, the rationale for adjusting computer laboratory usage, student enrollment data, quarterly reports, course outlines, scope and sequence chart, results of testing, personal job profile forms, a course evaluation form, a student survey form, interest inventory, individual education plan, participant comments, and correspondence.) (KC)

ED 352 559 CE 062 758

Burkhart, Jennifer; Sullivan, Mark
Communication Skills. Workplace Education Program Curriculum.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- Jan 93
NOTE- 85p.; For related documents, see CE 062 757-761.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Adult Students; Basic Skills; College Programs; *Communication Skills; Community Colleges; Cooperative Programs; *Education Work Relationship; Employment Potential; *English (Second Language); Institutional Cooperation; *Interpersonal Relationship; Job Skills; Learning Activities; Lesson Plans; *Literacy Education; Postsecondary Education; School Business Relationship; Second Language Instruction; Teaching Methods; Two Year Colleges
IDENTIFIERS- Arapahoe Community College CO; *Workplace Literacy

The BUILD Program (Businesses United to Increase Literacy Development) was conducted from June 1991 through December 1992 as a cooperative workplace literacy program joining Arapahoe Community College and four companies in Littleton, Colorado.

sociomoral reasoning and drug use. (ABL)

ED 352 578 CG 024 683

Hearings on the Reauthorization of the Juvenile Justice and Delinquency Prevention Act of 1974. Hearings before the Subcommittee on Human Resources of the Committee on Education and Labor. House of Representatives, One Hundred Second Congress, Second Session (Downey, CA, March 16, 1992 and Grand Island, NE, March 30, 1992).
PUB DATE- Mar 92
NOTE- 170p.; Serial No. 102-125.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Adolescents; *Delinquency Prevention; *Federal Legislation; Females; Hearings; *Juvenile Justice
IDENTIFIERS- Congress 102nd; *Juvenile Justice Delinquency Prevention Act 1974; Reauthorization Legislation

Text of a hearing on the reauthorization of the Juvenile Justice and Delinquency Prevention Act of 1974 regarding the provision of services to girls within the juvenile justice system is presented in this document. Opening statements are presented by Committee Chair Representative Matthew G. Martinez and Representative Bill Barrett. Testimony and/or prepared statements and materials are included from these persons: (1) Vicki Burke, Director and Founder, Pace Center for Girls, Jacksonville, Florida; (2) Libby Deschenes, Rand Corporation, Los Angeles, California; (3) Talaya Ford, participant, Pace Center for Girls, Jacksonville, Florida; (4) Jean Lovell, Executive Director, Nebraska Commission on Law Enforcement, Lincoln, Nebraska; (5) Susan Rotenburg, National Coalition for the Mentally Ill in the Criminal Justice System, Seattle, Washington; (6) Rita Redaelli, Executive Director, Girls, Inc., Newport Mesa, California; (7) Carolyn Stitt, Director, Foster Care Review Board, Lincoln, Nebraska; (8) Ruth Vance, Program Director, Panhandle Youth Support Services, Panhandle Community Services, Gering, Nebraska; (9) Val Peter, Director, Boys Town; (10) Peggy Adair, Voices for Children, Omaha, Nebraska; (11) Meda Chesney-Lind, University of Hawaii, Manoa, Hawaii; and (12) Susan Morris, Chair, and Farrell Lines, Chair Elect, The National Coalition of State Juvenile Justice Advisory Groups. (ABL)

ED 352 579 CG 024 684

Hearing on the Reauthorization of the Juvenile Justice and Delinquency Prevention Act of 1974. Hearing before the Subcommittee on Human Resources of the Committee on Education and Labor. House of Representatives, One Hundred Second Congress, Second Session (Portland, OR).
PUB DATE- 9 Mar 92
NOTE- 139p.; Serial No. 102-121.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Adolescents; *Delinquency Prevention; *Federal Legislation; Hearings; *Juvenile Justice; *Youth Problems
IDENTIFIERS- Congress 102nd; *Gangs; *Juvenile Justice Delinquency Prevention Act 1974; Reauthorization Legislation

Text of a hearing on the reauthorization of the Juvenile Justice and Delinquency Prevention Act of 1974 regarding the juvenile justice system is presented in this document. The specific issue of youth gangs is examined by some of the witnesses.

sample of 169 practicing Kansas elementary school counselors using a three-way analysis of variance. The results appeared to support 19 generalizations, including the following: (1) elementary counselors that work in one building rate consultation as more essential to the counseling program than elementary counselors working in two buildings; (2) elementary counselors that work in a district size of 166-389 rate referral as more essential to the counseling program than elementary counselors working in a district size of 11-110; (3) elementary counselors that work in districts employing two or more counselors rate total score statistically higher than those who work in districts employing eight or more counselors; and (4) elementary counselors that work in three or more buildings rate total score statistically higher than those who work in two buildings. The appendixes include survey instruments, counselor function lists drawn from the literature, and data tables. (Contains 66 references.) (ABL)

ED 352 598 CG 024 703

Oregon Youth Today. Oregon Youth Coordinating Council Annual Report, 1989.
SPONS. AGENCY- Department of Labor, Washington, D.C.
PUB DATE- 90
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Adolescents; Delinquency; Early Parenthood; High Schools; High School Students; Intervention; Prevention; Program Effectiveness; School Holding Power; *Youth Problems
IDENTIFIERS- *Oregon; Youth Coordinating Council OR

This document presents the 1989 Annual Report of Oregon's Youth Coordinating Council. It notes that the Youth Coordinating Council has chosen to focus its efforts on services to two of the most difficult groups to serve: teenage parents and offenders. Section A of the document is a letter to Oregon's governor from the chair of the Youth Coordinating Council. Section B discusses combined case management; presents a historical perspective and mission statement; discusses the Council's five major priorities; reports on progress made towards meeting the long-range goals of the Council; and discusses the Governor's Student Retention Initiative. Section C describes the Hillsboro Alternative School and project findings associated with it. Section D discusses multiple agency participation essential for teenage parent program success and the special challenges of rural programs. Section E presents highlights of the Grant High School BRIDGE Program, a transitional program for 8th-graders making the transition to high school. Section F focuses on school retention and describes the Youth Advocacy/Credit Make-up Program. Section G presents highlights of youth offender programs which sought to prepare youth offenders for jobs. Section H lists Oregon Youth Coordinating Council members' as well as contractors' names and addresses. Profiles of individuals helped by the programs are included throughout the document. (ABL)

ED 352 599 CS 011 079

Flennoy, Audrey J.
Improving Communication Skills of First Grade Low Achievers through Whole Language, Creative Drama, and Different Styles of Writing.
PUB DATE- 92

DESCRIPTORS- Grade 4; Intermediate Grades; *Reading Comprehension; Reading Research; *Recall (Psychology); Short Term Memory
IDENTIFIERS- *Causal Connectives; Causal Inferences; *Narrative Text

A study examined three variables derived from earlier research on comprehension and recall of narrative text: time in short-term memory; causal connections allowed; and referential connections allowed. Subjects, 84 randomly selected fourth graders in three suburban public elementary schools, read 8 short texts that each contained 4 embedded goals, and then orally recalled as much as they could remember from each text. Subjects' free recall was audiotaped, transcribed, and analyzed. Results indicated that: (1) causal chain status and number of causal relations were related to the memorability of a text; (2) readers retained the endmost proposition(s) from the causal chain in short-term memory as they read; (3) both the number of processing cycles that a proposition remains in short-term memory and the number of connections it forms to other propositions influenced its memorability; and (4) causal connections contributed to the coherence of a narrative text. Findings add support to the claim that short-term memory is a bottleneck in the comprehension process, and that the goal of narrative comprehension is to discover a sequence of causal links that connect a text's opening to its final outcome. (Two tables of data are included; 24 references are attached.) (RS)

ED 352 619 CS 011 115

Linden, Mary Frances
Literacy as a Sociocultural Process: Examining Reader Responses to Contemporary Education Texts.
PUB DATE- Dec 92
NOTE- 23p.; Paper presented at the Annual Meeting of the National Reading Conference (42nd, San Antonio, TX, December 2-5, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Black Students; Case Studies; *Educational History; Elementary Secondary Education; Higher Education; Hispanic Americans; *Journal Writing; Preservice Teacher Education; *Reader Response; Reading Research; Sex Differences; *Student Attitudes
IDENTIFIERS- Literacy as a Social Process; Text Factors

A study analyzed preservice teachers' responses to contemporary published scholarly articles dealing with various facets of the American political economy in relation to the historical developments in schooling. Subjects, six students in a "Historical Perspectives in Education" course, commented in writing on their weekly reading assignments and on what they heard about the social and historical foundations of education in lectures and discussion. Subjects included a black male, two Anglo males, two Anglo females, and a Hispanic female. Results indicated that: (1) the black male and the two Anglo women were accommodating to the messages conveyed in the reading selections which attacked the status quo in education; (2) the two Anglo men opposed the texts; and (3) the Hispanic female resisted the readings. Findings suggest the individuality of all readers regardless of their gender and racial background, and further indicate that the course readings were more or less accepted by the respondents depending on their roles in a cultural minority or majority depending on their self-concepts. (Eighteen references and a list of the readings in the order

The Influence of Context, Community, and Culture: Contrasting
Cases of Teacher Knowledge Development.
PUB DATE- Dec 92
NOTE- 18p.; Paper presented at the Annual Meeting of the National Reading Conference (42nd, San Antonio, TX, December 2-5, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; Classroom Research; *Cultural Context; English Instruction; Higher Education; Literature Appreciation; *Preservice Teacher Education; Professional Development; Secondary Education; *Student Teachers; *Student Teaching; *Teacher Behavior
IDENTIFIERS- Educational Issues; *English Teachers; School Culture

A study investigated the importance of context, community, and culture in learning to teach. Two secondary English teachers in their first year of teaching were interviewed eight times before, during, and after their first year of teaching. Data also included participant-observation in each of 11 weekly student teaching seminars, non-participant observation of student teaching, written artifacts, and semi-structured interviews with cooperating teachers, principals, and students. Results indicated that the subjects found themselves situated among a number of cultures--the academic community, the English education community, cooperating teachers, and the adolescent community--cultures that provided them with conflicting views of English, of teaching, and of schooling. Findings suggest that: teacher candidates need regular opportunities to articulate and to develop their conceptions of teaching and learning; teacher education programs should promote community; and teacher educators must reconsider the importance of context in learning to teach. Future research, a longitudinal investigation, will focus on the developing attitudes and perspectives of one group of teacher candidates as they are inducted into the profession. (Thirty references are attached.) (RS)

ED 352 640 CS 011 138

Barron, Cecilia
The Impact of the Directed Reading-Thinking Activity on Critical
Thinking Skills in Third Grade Students.
PUB DATE- 90
NOTE- 48p.; M.A. Project, Marycrest College. Best available copy. Some broken print may affect legibility.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Critical Thinking; Grade 3; *Instructional Effectiveness; Primary Education; *Reading Attitudes; *Reading Instruction; Reading Research; *Thinking Skills
IDENTIFIERS- *Directed Reading Thinking Activities; Ottumwa Community School District IA

A study determined if the Directed Reading-Thinking Activity (DR-TA) method would raise levels of critical thinking in students. Subjects, 20 third-grade students, used the DR-TA for 30 minutes each day for a period of approximately 8 weeks. Subjects were pre- and posttested using the Thinking Skills Assessment and the Reading Attitude Inventory. Results indicated that the DR-TA: increased subjects' higher-order thinking skills; and increased positive attitudes toward reading, although the gain was very small. (Two tables of data disliked and found dense, became a nimble tool in their hands. The two sides met again, then gave their final arguments. No decision was given by the "court." Overall, the response to the trial and the assignment was powerfully positive. (RS)

ED 352 660 CS 213 619

Scholastic Journalism Week, February 21-27, 1993. Celebrating 200 Years, Freedom of the Press.
PUB DATE- 93
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Historical Materials (060)
DESCRIPTORS- *Class Activities; *Freedom of Speech; High Schools; High School Students; *Journalism Education; *Journalism History; School Publications
IDENTIFIERS- Bill of Rights; *Scholastic Journalism

Designed to raise community consciousness regarding the benefits of scholastic journalism, this collection of material offers suggestions for celebrating Scholastic Journalism Week. The collection provides: a list of the benefits of high school publications; brief suggestions for 11 school activities; brief descriptions of 10 classroom activities; and a mock colonial newspaper including several short articles outlining the history of American journalism. (SR)

ED 352 661 CS 213 621

Bishop, Wendy
Genre as "Field Coverage"--Divisions in Writing Instruction Erase Our Common Ground.
PUB DATE- Nov 92
NOTE- 15p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (82nd, Louisville, KY, November 18-23, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College English; *Course Content; Discourse Modes; *English Curriculum; Higher Education; Interprofessional Relationship; *Literary Genres; *Writing Instruction
IDENTIFIERS- *Writing Contexts

The majority of college English departments in America identify and categorize their writing courses by genre. Because of this, writing instruction as a field represents teaching interests and results in written products that are diverse enough to suggest that departments should hire writing specialists who have equally diverse credentials in the different genres of specialized writing fields, such as technical writing, creative writing, and business writing. The result of such specialization is problematic. Current course descriptions in writing tend to prohibit diverse writing experiences by defining courses narrowly by genre. Some students are exempted from the first year writing course, crucial in its coverage of rhetorical skills and process writing. Also, teachers of these genre writing courses tend to become over-specialized in order to be closely identified with their specialty. While genre division of writing instruction has proven practical, a genre focus has hidden the commonality of writing processes, appendix containing the course syllabi and assignments are attached.) (SR)

ED 352 681 CS 507 949

Smith, Carol; And Others
Because It's Time: Teaching Computer-Mediated Communication.
PUB DATE- Aug 92
NOTE- 34p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (75th, Montreal, Quebec, Canada, August 5-8, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Networks; Electronic Mail; Higher Education; *Interpersonal Communication; *Journalism Education; Mass Media; Technological Advancement
IDENTIFIERS- *Computer Mediated Communication

Noting that journalism and mass communication educators have experimented broadly with computer applications since the 1970s, this paper suggests that momentum is building in the 1990s in three areas (industry imperative, social significance, and pedagogic promise) to integrate computer-mediated communication (CMC) into the journalism and mass communication curriculum. The paper first defines CMC and discusses its development. The paper then notes that knowledge of and facility with CMC is becoming a requirement for the computer literate professional of the 1990s. Two general approaches toward the pedagogic use of CMC are outlined in the paper: adoption of CMC in every course as a supplemental means of student-professor and student-student communication; and introduction of CMC into target core courses (such as media law, reporting, and media management) where CMC would facilitate communication with and among students, and also enhance the instruction of a number of topics already addressed in various courses. The paper also discusses general points to consider when putting a class "online," such as: establishing students' computer accounts; creating a new bulletin board or participating in an existing board; motivating usage of CMC; and developing a student guide for the e-mail and bulletin board technology. The paper concludes that educators must find ways to overcome initial resistance among students and colleagues to CMC, and must locate niches in the curriculum in which CMC could be usefully integrated. Sixty-nine notes are included. (RS)

ED 352 682 CS 507 998

Elliott, William R.; And Others
Synthetic History and Subjective Reality: The Impact of Oliver Stone's "JFK."
PUB DATE- Aug 92
NOTE- 43p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (75th, Montreal, Quebec, Canada, August 5-8, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Response; Films; Higher Education; *Mass Media Role; Media Research; Political Issues; Research Design;

NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Evaluation Criteria; Faculty Development; *Faculty Evaluation; Higher Education; *Merit Pay; Performance; *Personnel Policy; Recognition (Achievement); Teacher Effectiveness; *Teacher Salaries
IDENTIFIERS- *Oakland University MI

A faculty-developed, criterion-based merit pay plan is described in this paper. Participation among department members is voluntary, and peers allocate merit pay based on pre-established criteria. The plan includes three categories of expectations--teaching, scholarship, and service--which are evaluated at two performance levels--strong and exceptional. The plan development process, evaluation criteria, and distribution of merit pay are described. A case study of a hypothetical department is offered to illustrate the distribution of merit pay under the plan. A variation of the plan has been used for 9 years at Oakland University (Michigan), whose faculty consider it effective, balanced, and fair. Although the plan has limitations--its use of standardized student evaluations, the higher status of journal publications, and the lack of quality assessment in the service category--it evaluates performance on the bases of both quantity and quality. Two tables are included. (Contains 8 references.) (LMI)

ED 352 702 EA 024 494

Lake Oswego School District Response to the Impact of Measure Five: A Three Phase Strategic Plan. Restructuring.
PUB DATE- 92
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; *Educational Objectives; Educational Planning; Educational Quality; Elementary Secondary Education; *Organizational Change; Reduction in Force; Resource Allocation; *Retrenchment; *School Districts; *School Restructuring
IDENTIFIERS- *Lake Oswego School District 7J OR

This document describes the restructuring actions taken by the Lake Oswego School District in response to recent state legislation that significantly reduced resources for Oregon education. The first section presents the district's core beliefs, values, and areas of emphasis that define Lake Oswego's vision for 21st century education. Strategic planning principles for phased restructuring in the context of reduced resources are outlined, which integrate knowledge and understanding, skills and processes, and attitudes and attributes. District goals are to restructure and downsize to provide the highest quality educational program and services and the most value for the available resources. The roles of teachers and classified employees in the process are also described. The second section presents the district vision and focus planning documents and offers recommended change strategies. Section 3 highlights the guiding beliefs for different education levels and effective practice documents. The final section provides 1992-93 documents outlining district goals and strategic priorities. One figure and a school board design considerations and preliminary work plans for the final phase of the study. The first phase of the study, conducted November 1973 to January 1974, involved a nationwide survey of 293 change agent projects in 18 states. Following the introduction, section 2 outlines the study's task descriptions, tentative work schedule, and project management plans. Section 3 describes the research design approaches for the Title III and Title VII research, which will measure the impact of selected innovative projects on classrooms, schools, and school districts after federal funding has ended. The proposed methodology involves telephone interviews and intensive field work. Three tables, one figure, and the vitae of key personnel are included. (LMI)

ED 352 723 EA 024 530

Pincus, J.; Greenwood, P.
Summary of Revised Study Design for Change Agent Study. Study of Change Agent Programs: A Working Note.
SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.
PUB DATE- Nov 73
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Innovation; Elementary Secondary Education; *Federal Aid; *Federal Programs; *Program Evaluation; *Program Implementation; Research Design

During 1973-75, the Rand Corporation conducted a study of federally funded change agent programs to determine the factors for successful change in the schools at the local, state, and federal levels. The programs included the Elementary and Secondary Education Act (ESEA), Title III, Innovation Projects; ESEA Title VII, Bilingual Projects; Vocational Education Act, Part D, Exemplary Programs; and the Right-to-Read Program. This paper offers a general description of the study and outlines the proposed task schedule for the three phases and project management. The study proposed to conduct: (1) a nationwide survey of 225 change agent projects in 18 states; (2) indepth field studies of 30 projects; (3) an analysis of federal change agent projects and policies; (4) telephone interviews with 50 state education agency officials from 18 states and follow-up personal interviews; (5) a literature review; and (6) a resurvey of 50 Title III projects and 10 follow-up site visits. One figure and three tables are included. (LMI)

ED 352 724 EA 024 531

Prusoff, Linda L.; Sumner, Gerald C.
State Education Agency Involvement in Change Agent Programs. Study of Change Agent Programs: A Working Note.
SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.
PUB DATE- Apr 74
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agency Role; Elementary Secondary Education; *Federal Programs; *Program Administration; Program Implementation; *State Agencies; *State Departments of Education

Findings of a study that examined the role of the state education agency (SEA) in implementing innovative projects within school districts are presented in this paper. The following federal programs were investigated: (1) the Elementary and Secondary training for whole faculties; varying degrees of willingness to practice shared decision making and consensus; issues of trust; and the impact of change. Six recommendations are highlighted. Two figures are included. Attachments contain the SBI timeline, model, mission statement and goals, and action plan summary. (LMI)

ED 352 744 EA 024 569

Mallia, Margaret
The Principal As Manager.
PUB DATE- Jul 92
NOTE- 29p.; Paper presented at the Annual Meeting of the Australian Council for Educational Administration (Darwin, Northern Territory, Australia, July 5-8, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Characteristics; Administrator Responsibility; *Administrator Role; Elementary Secondary Education; Foreign Countries; Leadership; *Management Development; *Principals; Quality of Working Life; *Work Environment
IDENTIFIERS- *Australia (Victoria)

Findings of a study of beginning principals and their roles as managers are presented in this paper. Interviews were conducted with 12 new primary and secondary principals in Victoria, Australia as part of a longitudinal study from 1989 to 1993. This paper focuses on interview data collected during the first year of the study. Drawing from Mintzberg's 1973 work, "The Nature of Managerial Work," three aspects of managerial work are identified: (1) its nature; (2) its characteristics; and (3) managerial roles. Findings related to the nature of the new principals' managerial work indicates that principals' jobs are similar; principals engage in challenging and nonprogrammed work; they are both generalists and specialists; and their roles are complex. The job is characterized by an unrelenting pace and fragmentation, brevity, and variety. New principals also demonstrate a preference for action and verbal communication and have strong communication with external networks. Finally, the beginning principal engages in a variety of interpersonal, informational, and decision-making roles. (Contains 25 references.) (LMI)

ED 352 745 EC 301 107

Haas, Julie; Popowicz, Louanne
Toddler-Parent Playgroups: Empowering Parents in Language Intervention.
PUB DATE- Nov 91
NOTE- 14p.; Paper presented at the Annual Convention of the American Speech-Language-Hearing Association (Atlanta, GA, November 22-25, 1991). Pages 2-7 will not reproduce well due to extremely small and/or broken print.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; *Communication Skills; *Early Intervention; Interaction; *Language Handicaps; Models; Parent

This monograph explores the research findings and experiential knowledge base on toddlers and preschool-age children who were prenatally exposed to alcohol and other drugs. It is designed to influence public policy relating to the needs and early intervention plans for this population, from the medical, child welfare, psychosocial, developmental, legal, and political/advocacy disciplines. An introduction outlines the scope of the problem and examines potential solutions to the problem through education, intervention, and research. Ten papers are then presented, with the following titles and authors: "Perinatal Factors That Influence Neonatal Outcome" (Sonia Imaizumi); "Effects of Prenatal Exposure to Cocaine on Newborn Behavior and Development: A Critical Review" (Edward Z. Tronick and Marjorie Beeghly); "Prenatal Opiate Exposure: Developmental Effects in Infancy and Early Childhood" (Karol A. Kaltenbach); "Fetal Alcohol Effects in Preschool Children: Research, Prevention, and Intervention" (Claire D. Coles and Kathleen A. Platzman); "Spontaneous Play and the Development of Young Children" (Carol Rodning and others); "An Ecological Perspective: The Impact of Culture and Social Environment on Drug-Exposed Children" (Iris E. Smith); "The Child Welfare Challenge in Meeting Developmental Needs" (Richard L. Jones and others); "Educational Policy Issues in Serving Infants and Toddlers Born Toxic-Positive to Drugs" (Charlie Mae Knight); "Advocacy on Behalf of Drug-Exposed Children: Legal Perspectives" (Janet R. Fink); and "Three Years Later: The Young Mother's Legal Battles Continue" (Robert M. Horowitz). (JDD)

ED 352 765 EC 301 695

Harpring, Jayme
Cocaine Babies: Florida's Substance-Exposed Youth.
PUB DATE- 90
NOTE- 113p.; Parts of the document have marginal and reduced print.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Alcohol Abuse; Behavior Problems; *Child Development; *Cocaine; *Congenital Impairments; Drug Abuse; Early Childhood Education; Early Intervention; Family Environment; Incidence; *Intervention; Learning Problems; Resources; School Role; *Substance Abuse
IDENTIFIERS- *Fetal Drug Exposure; *Florida

This report is designed to provide Florida's school personnel with assistance in working with students prenatally exposed to cocaine or other toxic substances. The report offers background data, practical strategies for teaching and learning, and resources for networking. The first chapter outlines statistics on the incidence of the problem of substance abuse in pregnant women, describes substances commonly used, and discusses symptoms of substance abuse. Chapter 2 examines the effects of prenatal exposure to alcohol and other drugs on the fetus, infants, toddlers, and older children. The next three chapters address the role of the child's environment, the role of the school, and the role of other helping professionals. The final chapter discusses resources available to aid the helping professional, including two hotlines; 17 sources for information, consultation, and training; and a selected

Retardation; Metacognition; *Research Methodology; Self
Mutilation; Spatial Ability; Spelling Instruction
IDENTIFIERS- Curriculum Based Assessment; Single Subject Research
Design

This volume presents 10 papers on research and methodology in learning and behavioral disabilities. Papers have the following titles and authors: "Memory Judgments and Allocation of Study Times in Good and Poor Comprehenders" (Ombretta Papetti et al.); "Diagnostic Spelling Analysis Within Curriculum-Based Measurement: Implications for Students with Learning and Behavioral Disabilities" (Lynn S. Fuchs et al.); "Spatial Learning and Instruction of Children with Learning Disabilities" (Frederick J. Brigham); "Aging and Prospective Memory: Basic Findings and Practical Applications" (Mark A. McDaniel and Gilles O. Einstein); "Metacognitive Knowledge, Learning Disorders and Mental Retardation" (Cesare Cornoldi and Renzo Vianello); "Effectiveness and Treatment Validity of Interventions Addressing Self-Injurious Behavior: From Narrative Reviews to Meta-Analysis" (Ralf W. Schlosser and Herbert Goetze); "Learning Difficulties and Memory Problems in Mental Retardation: A Meta-Analysis of Theoretical Perspectives" (Kenneth A. Kavale and Steven R. Forness); "Single Subject Research Methodology in the Study of Learning and Behavioral Disorders: Design, Analysis, and Synthesis" (Thomas E. Scruggs); "The Use of Single Subject Designs in Applied Settings" (Patrick J. Schloss et al.); "Single Subject Research and the Policy Process" (James L. Hamilton and Nancy D. Safer). (DB)

ED 352 785 EC 301 715

Developmental Approaches to Identifying Exceptional Ability.
Abstracts of Selected Papers from the Annual Esther Katz
Rosen Symposium on Psychological Development of Gifted
Children. (2nd, Lawrence, Kansas, February 28-29, 1992).
PUB DATE- Feb 92
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Ability Identification; *Child Development;
Elementary Secondary Education; *Gifted; *Talent; *Talent
Identification

This monograph presents extensive abstracts of 49 papers on developmental approaches to identifying exceptional ability. Sample topics include: the gifted population in prison; identification of gifted rural children; use of the Stanford-Binet for identification; student characteristics and placement into special programs for the highly gifted; identification of culturally diverse students; longitudinal development of the intellectually gifted; cognitive style of gifted preschoolers; eidetic imagery; development of problem finding ability in gifted students; quantitative electrophysiology and behavior of gifted and talented children; identification of mathematically talented elementary students; the development of aesthetic experience; programs for underserved pupils; applying the theory of multiple intelligences; giftedness in the multi-age multi-ability primary school; and creativity tests and artistic talent. (DB)

ED 352 786 EC 301 719

Houck, Cherry Kendrick
Special Education Integration-Unification Initiative for Students

sovereignty or gain additional rights; and the attempt of indigenous nations to protect their languages and cultures. The three processes are seen as generating a crisis in the Soviet Union. Estonian linguistic policy adopted soon after the Soviet occupation in 1940 until the present is analyzed, including language attitudes among non-Estonians and language policy in education. Democracy and self-determination are seen as necessary for the solution of linguistic problems. A 20-item bibliography is included. (MSE)

ED 352 804 FL 020 774

Baker, Eva; And Others
Natural Language Sourcebook.
SPONS. AGENCY- Advanced Research Projects Agency (DOD), Washington, D.C.
PUB DATE- Dec 90
NOTE- 280p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Artificial Intelligence; *Classification; Cognitive Psychology; Computer Oriented Programs; *Grammar; *Interpersonal Communication; *Language Patterns; Language Research; *Programing; Research Methodology; Standards
IDENTIFIERS- *Natural Language

This sourcebook is intended to provide researchers and users of natural language computer systems with a classification scheme to describe language-related problems associated with such systems. Methods from the disciplines of artificial intelligence (AI), education, linguistics, psychology, anthropology, and psychometrics were applied in an effort to characterize better the scope, quality, and effectiveness of AI systems. The sourcebook provides examples of representative types of problems in natural language understanding drawn from literature in AI, computational linguistics, and cognitive science. Each example consists of: (1) one or more sentences, a fragment of dialogue, or piece of text that illustrates a conceptual issue; (2) a reference; and (3) a discussion of the problem a system might have in understanding the example. Examples present many types of processing problems. Two alternative classification schemes, one designed by a computational linguist and the other by a cognitive psychologist, are also offered as a basis for cross-referencing and exploration of alternate relations among examples given. Examples are in four categories: single-utterance; connected-utterance; true-dialogue; and ill-formed input. A glossary, a 100-item list of references, and an author index are appended. (MSE)

ED 352 805 FL 020 776

Berns, Margie
The Role of English in Europe: EIL or EFL?
PUB DATE- Apr 92
NOTE- 12p.; Paper presented at a Conference on World Englishes Today (Urbana, IL, April 1-3, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Education; *English; *English (Second Language);

inferences, summarizing, translation, deduction, and substitution. However, qualitative differences were found in the way that effective versus ineffective students applied learning strategies, with the effective learners appearing to use more "on-target" strategies and seeming to be more purposeful in their strategy use and in matching strategies to tasks. Appendices present samples of student workbook pages, tables of frequency of strategy use by Spanish students, and reading proficiency guidelines. Contains 41 references and 33 exhibits. (LB)

ED 352 824 FL 020 851

Chamot, Anna Uhl; And Others
A Study of Learning Strategies in Foreign Language Instruction. First Year Report.
SPONS. AGENCY- Office of International Education (ED), Washington, DC.
PUB DATE- Jan 87
NOTE- 138p.; For related documents, see FL 020 850 and FL 020 852.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Cognitive Processes; College Students; Comparative Analysis; Higher Education; High Schools; High School Students; Language Proficiency; *Learning Strategies; Metacognition; Russian; *Second Language Learning; Skill Development; Spanish; *Study Skills; Thinking Skills

Part of a larger research project, this descriptive study identified the range and characteristics of learning strategies used in studying foreign languages. Related studies include a course development study, in which foreign language instructors teach their students to apply learning strategies, and a longitudinal study that analyzed differences between effective and ineffective high school and college language learners and changes in strategy uses over time. Subjects were 67 high school students of Spanish and 34 college students of Russian. Research questions focused on types of strategies used, strategy variation by language of study, and strategy variation by course or proficiency level. Results suggest that students use a wide variety of strategies regardless of the language under study, and that students at all levels of instruction use predominantly cognitive strategies supported by metacognitive strategies that help them plan, monitor, and evaluate their work. The Learning Strategies Inventory (LSI) and interview guides are appended. Contains 38 references. (LB)

ED 352 825 FL 020 852

Chamot, Anna Uhl; And Others
A Study of Learning Strategies in Foreign Language Instruction. The Third Year and Final Report.
SPONS. AGENCY- Office of International Education (ED), Washington, DC.
PUB DATE- Aug 88
NOTE- 246p.; For related documents, see FL 020 850-851.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Processes; College Students; Comparative Analysis; Higher Education; High Schools; High School Students; Language Processing; Language Proficiency; Language Research; *Learning Strategies; Longitudinal Studies; Metacognition;

reading and writing for academic purposes. The writing component is comprised of three courses built on the process model of composition. The first course focuses on personal narrative writing to develop confidence and interest. Students are encouraged to explore cultural issues in theme assignments. The second course integrates reading and writing and provides a bridge from personal to academic writing. Students explore topics of cultural and educational significance in their writing exercises. The third course is content- and research-based, with the objective of initiating students into the academic discourse of the university. By the end of the sequence, students are expected to meet minimum freshman composition standards. A 24-item bibliography is included. (MSE)

ED 352 844 FL 020 882

Masny, Diana; Foxall, Justine
Writing Apprehension in L2.
PUB DATE- 92
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Adult Education; *Adult Students; Arabic; Comparative Analysis; Educational Attitudes; *English (Second Language); Foreign Countries; French; *French Canadians; Intensive Language Courses; Japanese; Polish; Postsecondary Education; Questionnaires; Second Language Learning; Spanish Speaking; Two Year Colleges; Uncommonly Taught Languages; *Writing Apprehension; *Writing Attitudes; *Writing Difficulties; Writing Skills
IDENTIFIERS- Canada; French Speaking

A study investigated links between writing apprehension, preferred writing processes, and academic achievement in 28 adult learners of English as a Second Language (ESL). One group was of varying language background in an intensive intermediate ESL class and the other consisted of francophone Canadians in an evening intermediate ESL writing class at a junior college. Students were tested and categorized as high and low achievers in their writing classes. Based on scores on a writing apprehension questionnaire, the students were also classified as having high or low writing apprehension. Results indicate that high achievers had lower apprehension scores, as anticipated. It was also found that: (1) high and low achievers were more concerned about form than content; (2) low achievers were more concerned about form than were high achievers; (3) high and low apprehensive writers were more concerned about form than content; and (4) low apprehensive students were more concerned about form than were high apprehensive students. High apprehension also correlated with unwillingness to take more writing classes. However, students with high concern about form appeared to see the need to write. Females were more apprehensive than males. An 18-item bibliography, the writing apprehension questionnaire, and criteria for writing skills classification are appended. (MSE)

ED 352 845 FL 020 883

Fernandez, Geraldine
Teaching Enrichment Strategies to Limited English Proficient Students in Elementary Grades.
PUB DATE- Jun 92
NOTE- 58p.; Educational Specialist Practicum, Nova University.

Research/Technical (143)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Basic Skills; Continuing Education; *Educational Needs; *English (Second Language); Ethnic Groups; Foreign Countries; French; French Canadians; *Literacy Education; Minority Groups; State Surveys
IDENTIFIERS- *Acadians; Canada; *Francophone Education (Canada); Nova Scotia

A study was conducted in the seven Acadian regions of Nova Scotia to identify the basic educational needs of the Acadian population, identify appropriate responses to those needs, and develop recommendations for adult literacy, basic education, and academic continuing education. Results are presented in this report, in both French and English. An introductory section describes the province's mandate for the research and the methodology used. The second section profiles Nova Scotia's Acadian demography, history and educational system, changing economy, and the educational implications of these factors. Section 3 provides working definitions of terminology used in the study (literacy, adult basic education, academic upgrading, schooling levels, and refrancisation). In sections 4 and 5, the literacy situation among the francophone populations of Canada and Nova Scotia, respectively, are sketched. The sixth section identifies organizations and institutions that could coordinate efforts for francophone literacy. Conclusions and recommendations are made in section 7. Materials appended to the French version of the document consist of a list of contact people for the study, the questionnaire used and tabulated responses, and a 96-item bibliography. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 352 864 HE 025 562

Unified Budget Recommendations for Fiscal Year 1988-89. Alabama Commission on Higher Education.
PUB DATE- Dec 87
NOTE- 176p.; For other reports, see HE 025 563, ED 332 605, ED 329 142, ED 283 437, and ED 274 279.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgeting; Colleges; Computation; Educational Facilities Improvement; *Educational Finance; Educational Planning; Enrollment; Financial Needs; *Financial Support; *Full State Funding; Higher Education; Postsecondary Education; Private Schools; Public Colleges; *Resource Allocation; Scholarship Funds; *School Funds; State Programs; State Schools; Two Year Colleges; Universities
IDENTIFIERS- *Alabama

This document presents funding proposals from the Alabama Commission on Higher Education. Individual sections present the following: (1) the executive summary of the 1988-89 Unified Budget Recommendations; (2) a detailed presentation of the Higher Education Unified Budget Recommendations Program for the 1986-87 and 1987-88 appropriations and the 1988-89 requests, needs, and recommendations; (3) the funding formulas used; (4) the funding formula supporting data for senior institutions; (5) the funding formula supporting data for 2-year institutions; (6) the allowances for facilities renewal; and (7) the critical capital needs that exist in Alabama public higher education. Funding recommendations include an increase of approximately 12 percent in total funds available above the 1987-88 appropriation, a large increment of funds to the

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Budgeting; Evaluation; Financial Needs; Full Time Equivalency; Full Time Students; Higher Education; Intellectual Disciplines; Mathematical Formulas; *Mathematical Models; Part Time Students; Public Colleges; *Resource Allocation; Teacher Student Ratio
IDENTIFIERS- *State University of New York

This report examines New York State's experience with multi-element formulas in budgeting for the State University of New York, and considers some of the obstacles confronting scientific budgeting in a political environment. A specific budgeting formula (the Academic Discipline Model) is examined, its evolution and application discussed, and the measurement of its success outlined. The report concludes with several observations: (1) that formula budgeting carries no guarantees of rational decision making, the Academic Discipline Model being no exception; (2) that the expression of resource allocation via formulas permits constructive debate to ensue; and (3) that the quantified nature of the rationale focuses negotiations on discrete issues. It is noted that the Academic Discipline Model has been utilized for the past 6 years and has spawned competing models, thereby attesting to its usefulness as a mechanism for resolution of conflicts. (GLR)

ED 352 883 HE 026 083

Marchese, Theodore J., Ed.
American Association for Higher Education (AAHE) Bulletin. Volume 44, Nos. 1-10, 1991-1992.
PUB DATE- 92
NOTE- 179p.; Published ten times a year.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Collected Works - Proceedings (021)
DESCRIPTORS- *College Administration; *College Instruction; Collegiality; Educational Quality; Essays; Financial Exigency; Group Discussion; Higher Education; Information Needs; Instructional Improvement; Learning Centers (Classroom); Part Time Students; *Public Opinion; *Public Relations; Scholarships; School Publications; Student Financial Aid

This document consists of all 10 issues of the "AAHE Bulletin" published September 1991 through June 1992 (volume 44). This journal presents articles, panel discussions, interviews, and essays on issues concerning the advancement of higher education. Among the topics and issues discussed are the following: the decline of public confidence in higher education and how to reverse it; producing honest and effective admissions publications; the use of Total Quality Management in higher educational institutions; the issue of teaching versus research, its myths and realities explored; the proceedings and workshops of the 1992 National Conference on Higher Education whose theme was "Reclaiming the Public Trust: Costs, Quality, Commitment"; Harvard's approach to assessing learning, and the controversy surrounding minority scholarships; the problems of state and federal student financial aid and the part-time student; the need for more integration of information resources and technologies into the heart of the liberal arts curriculum; the use of the case method to improve college instruction; college and university public relations' use of strategic communication to heighten expectations in times of tightening budgets and shrinking staff; and a panel discussion on decline

ED 352 901 HE 026 101

Singh, Manjit K.; Weidman, John C.
Trends in the Ranks and Salaries of Academic Women in Pennsylvania, 1971-1989. ASHE Annual Meeting Paper.
PUB DATE- Oct 92
NOTE- 23p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Minneapolis, MN, October 28-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Rank (Professional); College Faculty; Community Colleges; *Employment Patterns; Faculty Promotion; *Higher Education; Private Colleges; Sex Bias; Sex Differences; State Colleges; State Universities; *Teacher Salaries; *Tenured Faculty; Trend Analysis; Unions; *Women Faculty
IDENTIFIERS- *ASHE Annual Meeting; Pennsylvania

This study analyzed trends from 1971 to 1989 in academic ranks and salaries of women faculty as compared to men faculty in Pennsylvania's higher education institutions. The data for the study were culled from public documents published yearly from 1971-72 to 1989-90 by the Division of Educational Statistics, the Pennsylvania Department of Education, covering academic ranks, salaries and tenure status of faculty in Pennsylvania. Analysis of the trends found that, by rank, representation of women professors had increased by 5.8 percent, most of which could be attributed to increases of women faculty at community colleges. Examination of salary trends showed that at the professor level, women were earning approximately 90 percent of men's salaries. With regard to trends in numbers of tenured faculty, limited data indicated that at state-owned institutions tenured positions for all faculty declined over the years. Overall, the study indicated that the status of academic women in terms of rank and compensation has not improved significantly over the past two decades. Equity was found to be greatest in the state-owned institutions where faculty have union representation. (Contains 20 references.) (JB)

ED 352 902 HE 026 102

Ard, Anne K.
Powerful Learning: A Study of the Bryn Mawr Summer School for Women Workers in Industry 1921-1938. ASHE Annual Meeting Paper.
PUB DATE- 28 Sep 92
NOTE- 31p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Minneapolis, MN, October 28-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Blue Collar Occupations; Educational History; Educational Philosophy; *Females; *Feminism; Higher Education; *Instruction; Outcomes of Education; *Summer Schools; Unions; Womens Education
IDENTIFIERS- *ASHE Annual Meeting; *Bryn Mawr College PA

This paper reviews the program of the Bryn Mawr Summer School for Women Workers in Industry, held from 1921 to 1938, and attempts to discern whether the curriculum and pedagogy of the school was feminist. An introduction notes that sources for the paper interviewed for the study were the current Executive Chairperson for the Governor's Council for Literacy, the first chairperson of the council, the Executive Director of Hawaii Literacy, Inc. (the largest provider of literacy services in the state), the chairperson of the Department of Urban and Regional Planning at the University of Hawaii at Manoa. (Chapters 1 through 8 discuss literacy programs and services currently offered by Hawaii's state government. Chapter 1 also contains findings from the state literacy needs assessment. Chapter 9 presents some viewpoints on the concept of an Office of Literacy from those listed. Chapter 10 compares existing literacy functions to those contemplated for the proposed office. Chapter 11 contains findings and recommendations.) (CML)

ED 352 450 CE 062 507

Wulf, Douglas; And Others
Evaluation of the Job Retraining Program.
PUB DATE- Jul 91
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Vocational Education; Community Colleges; Dislocated Workers; *Educational Administration; Educational Finance; *Educational Planning; Educational Policy; Education Work Relationship; Government School Relationship; Inservice Education; *Job Training; *Labor Force Development; Postsecondary Education; Reentry Workers; *Retraining; *School Business Relationship; State Programs; Two Year Colleges
IDENTIFIERS- *Iowa

Iowa's Job Retraining Program was evaluated through a review of operations, surveys/interviews with community college staff, and survey responses from 43% of the business participants. Resulting recommendations were as follows: (1) retaining the program in the Department of Economic Development rather than transferring it to the state's 15 community colleges; (2) improving program planning by having the community colleges submit a list of "probable" applications for the first 6 months of the fiscal year and then another for the second 6 months; (3) eliminating the requirement that businesses meet only one of three criteria to be eligible for a grant or forgivable loan or at least providing a measurable way to judge an increase in the quality of positions; (4) encouraging smaller companies to participate by proposing alternative funding and reducing or eliminating the required one-to-one match; (5) asking the Department of Education to offer community colleges some incentives for providing Job Retraining Program instructors; and (6) using a single form on which businesses can provide available information for evaluation. (The document describes the program, its operation, and the comments of program staff; summarizes the survey and interviews with the staff of participating community colleges; and reports the results of the survey of business participants.) (CML)

ED 352 451 CE 062 508

Diabetes Research and Training Centers: Diabetes Education. Fact Sheet.
PUB DATE- Nov 91
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

Washington, DC.
PUB DATE- Dec 92
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Education; Administrator Role; Change Agents; Change Strategies; Classroom Techniques; Curriculum Development; Educational Administration; *Educational Change; Educational Cooperation; Educational Research; Educational Strategies; *Integrated Curriculum; Interviews; Secondary Education; *Teacher Role; Teaching Methods; *Vocational Education; Vocational Education Teachers

This guide is designed to help the educational practitioner understand more fully how teachers fulfill their roles in integrating vocational and academic education. A description is provided of the field study during which more than 100 teachers, counselors, principals, and administrators were interviewed at 10 school sites using the Behavioral Event Interview (BEI) to explore behaviors, thoughts, and feelings of particular events both when teachers were effective in integrating vocational and academic education as well as when the interviewee would have changed what had been done. It discusses how a write-up was prepared for each event and information from write-ups was analyzed and grouped according to major themes and subthemes. The major section of the guide contains discussion and summary statements related to teachers' roles in integration drawn from the write-up analyses. Roles are described from the perspective of four major themes: faculty cooperation, curriculum development, instructional strategies, and administrative practices and procedures. The comments within each theme, arranged by subthemes, provide an easily accessible reference for educational practitioners in various stages of implementing integration; characterize roles that academic and vocational teachers must fulfill to achieve the integration successfully; and link the roles of teachers with administrators' practices needed to support these roles. A final section summarizes the stages of integration within the three themes and teachers' roles within those stages. (YLB)

ED 352 469   CE 062 564

Thomas, Ruth; And Others
Teaching for Transfer of Learning.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Constructivism (Learning); *Curriculum Development; *Educational Principles; Educational Research; Epistemology; *Instructional Development; Learning Strategies; *Parent Education; Program Development; Teaching Methods; *Transfer of Training; Vocational Education

A study identified four principles, based on transfer of learning research and cognitive theory, for guiding curricular decisions, instructional development, and teaching practices in ways that support transferable learning. The principles were as follows: (1) emphasize intermediate-level knowledge in

Literacy

This report presents a concise and useful overview of the issue of business/education partnerships to develop and implement workplace literacy programs. The first chapter focuses on the challenges of developing a literate work force for Florida. It considers the changing workplace and work force, Florida trends in illiteracy, the impact of illiteracy, and literacy partnerships as a solution. The next chapter discusses a number of approaches that have been used successfully and stresses the role business/education partnerships can play in creating effective, financially feasible programs. It outlines five types of literacy programs and lists key concepts to keep in mind when creating a program and 11 steps for creating a program. The following chapter describes 10 Florida basic skills-building programs--all of them involving business and most of them partnerships with a public-sector organization such as a local school system or community college. Individual employers are as follows: Becker Holding Corporation; Bee Gee Shrimp Inc.; Frito-Lay Inc.; Gadsen County Chamber of Commerce; Johnson & Johnson Medical Inc.; Mid-Florida Mining Industries, Inc.; Motorola Inc.; Palm Beach Post; Tropicana Products, Inc.; and Vanity Fair Mills. A contact person and telephone number are provided for each employer. Florida and national resource organizations are listed. Addresses, telephone number and description of service(s) are provided. (YLB)

ED 352 487 CE 062 625

Connecticut Business and Industry Association's Statewide Workplace Literacy Project. Final Performance Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- Dec 92
NOTE- 126p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Basic Skills; Communication Skills; *Curriculum Development; Educational Counseling; *Literacy Education; Mathematics Skills; Problem Solving; Program Development; Program Effectiveness; Program Evaluation; Program Implementation; Reading Skills; State Programs; Statewide Planning
IDENTIFIERS- Connecticut; *Workplace Literacy

The Connecticut Business and Industry Association's (CBIA's) Statewide Workplace Literacy Program was designed to provide customized basic skills training to adult workers. A full-time workplace literacy coordinator met with company steering committees to identify the company's goals for the training, promote the program internally, select participants, and schedule training. Customized curriculum was developed for each of the seven sites. A total of 643 participants were trained during the 18 months of the project. Education service providers developed and implemented the education component of the program and implemented educational counseling services. The workplace literacy training encompassed the following: math skills; team building, communications, and problem solving; integrated workplace literacy basic skills training; and reading skills. A workplace literacy handbook was developed. Evaluators commented on the effectiveness of CBIA as administrative agent, the cohesiveness of the project, and effectiveness of service providers. (Appendixes to the seven-page report are as follows: summary of company training material includes the following: project objective, a description of how the objective was met, the audience served, a list of reviewers who reviewed early copies of the guides, a statement of perceived benefits of the guides, and a recommendation that resource guides be developed for other courses in food service. The guide on meal services contains instructional units on food habits, gracious meal service, meal service adaptations, attractive tray presentation, food textures, tools of service, nourishment service, work simplification, and communication. The guide on food service management contains the following instructional units: organization; policies, procedures, and rules; job analysis, job description, and job specification; recruiting and selecting employees; performance evaluation; work simplification; safety programs; quality control; cost control; communication; leadership; motivation; delegation; decision making; conflict management; discipline, grievances, and labor unions; time management; and stress management. The guide on preparation and service of modified diets includes instructional units on the following: normal nutrition and routine diets, modifications in consistency, diabetic and calorie-controlled diets, low fat and low cholesterol diets, and care plans. In addition to objectives, suggested learning activities, and recommended audiovisual materials, the guides contain end-of-course objective tests. (CML)

ED 352 505   CE 062 660

Activity Coordinator Curriculum Project. Final Report.
SPONS. AGENCY- Iowa State Dept. of Education, Des Moines. Bureau of Career and Vocational Education.
PUB DATE- Jun 91
NOTE- 219p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Frail Elderly; *Group Activities; *Long Term Care; *Nursing Homes; Postsecondary Education; *Recreational Activities; Residential Care; Staff Orientation; State Curriculum Guides
IDENTIFIERS- *Activity Coordinators (Long Term Care); Iowa

This final report describes a project to revise a 60-hour postsecondary course for activity coordinators in long-term care facilities in Iowa, to train instructors to teach the curriculum, and to evaluate that training. Introductory material includes the following: a summary sheet on how course competencies were identified, how the materials were revised, for whom the materials are intended, evaluation findings concerning their use, the impact of the materials, and recommendations for the future; and a sample teacher training program for activity coordinators evaluation form. Next come the objectives, agenda, and evaluation of an instructor training workshop. The rest of the document consists of the course training materials. A course summary sheet includes a course description, description of competency development, list of instructional methods used in the course, and evaluation description. The competencies taught in the course are listed. A matrix lists the objectives, content, and instructional methods and/or activities used to teach each of four units of instruction: (1) an orientation to the course and the duties of an activity coordinator; (2) management skills; (3) the characteristics of residents in long-term care facilities; and (4) a program of activities that could be carried out by a

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Cooperative Programs; *Education Work Relationship; Evaluation Criteria; Institutional Cooperation; *Literacy Education; *Outcomes of Education; Program Effectiveness; Program Evaluation; *School Business Relationship
IDENTIFIERS- Sanford Public Schools ME; *Workplace Literacy

An evaluation was conducted of the workplace literacy program developed through a partnership among the Sanford (Maine) Public Schools and three employers. During the project, 859 employees were recruited, tested, evaluated, and counseled, with 340 receiving extensive evaluation and counseling and an Individual Education Plan (IEP). Through language and mathematics classes, 88 percent of the participants increased at least one level in the language classes and 75 percent increased at least one level in the mathematics classes (lower than the project's target of 90 percent increasing at least one level). Almost all project participants retained their employment, and most were made eligible for advanced training after completion of the program. However, only about one-fourth of the participants qualified for career advancement and a very small number improved their job performance. The project was rated successful by the project coordinator and an outside evaluator for the following reasons: it developed a teaching plan to meet the companies' needs, it enrolled students who would normally not have attended classes outside the workplace, it resulted in many students working toward the completion of a high school diploma, and relationships between business and education and between the companies and their employees improved. (The outside evaluator's report is included in the document.) (KC)

ED 352 523 CE 062 680

Applied Workplace Literacy for the Facilities Maintenance Industry. Performance Report and Third Party Evaluation Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 92
NOTE- 109p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Educational Innovation; Educational Technology; Facilities; Instructional Design; *Instructional Material Evaluation; *Interactive Video; Learning Modules; Maintenance; Material Development; *Mathematics Instruction; *Multimedia Instruction; Outcomes of Education; Programed Instruction; Program Effectiveness; *Videodisks
IDENTIFIERS- *Workplace Literacy

A project was conducted to determine if interactive video programs could produce positive results in literacy programs. During the project, staff from a technical college developed a task analysis, curriculum, and evaluation measures for the training of facilities maintenance workers in mathematical concepts. From this activity, an instructional design, workbook activities, and a videodisc were developed. Thirty physical plant employees volunteered for training and participated based on their level as determined by assessment. Each participant topic include a resource list, seminar or workshop content outline, and information, exercises, and handouts used in the seminar or workshop. Correspondence and enrollment and participant evaluation forms are provided.) (YLB)

ED 352 542 CE 062 708

Yearbook: Writing, Recruitment, and Recognition. Final Report, 1991-1992.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.
PUB DATE- 92
NOTE- 107p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- Adult Basic Education; Adult Students; *Educational Experience; *High School Equivalency Programs; Student Attitudes; Student Developed Materials; Student Projects; *Student Publications; *Yearbooks
IDENTIFIERS- 353 Project; *General Educational Development Tests
A yearbook development project was designed to provide graduating General Educational Development (GED) program students with special recognition and praise for their educational accomplishments. A student committee was formed to have responsibility for the entire project from design to finished product. The committee undertook the following activities: drafted a letter to recruit participants; contacted students to make arrangements for pictures, autobiographical information, and writing samples to be included with pictures; contacted students and alumni for writings to be included in student and alumni writing sections; organized the yearbook into its final format; and delivered the yearbook for final printing. The student writing section was included to allow graduates to highlight their educational experiences and show prospective students the value of education and permit use of the yearbook as a recruitment vehicle for adult basic education classes. The alumni writing section helped form an important link between graduates and alumni. The 21 GED graduates and 7 brush-up students who participated were enthusiastic about and extremely supportive of the project. The yearbook was recommended as a prototype for other educators to use in developing their own yearbooks. (Appendixes include project correspondence, autobiographical information form, release forms, publicity, and the yearbook. Names, pictures, and written contributions of students and teachers are included.) (YLB)

ED 352 543 CE 062 710

Gordon, Daryl
Playing It Safe: Dramas, Stories, and Lessons about AIDS.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.
PUB DATE- 92
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Adult Basic Education; Class Activities; Curriculum Guides; Disease Control; *Drama; Health Education; *Health Promotion; *High School Equivalency Programs; Learning Activities; Physical

This document consists of two modules for the communication skills classes of the program. The first module, "Workplace Learning Skills," by Jennifer Burkhart, contains six lessons on the following topics: communication methods, communication barriers, the roles people play in teams, presentations, managing conflicts in teams, and giving and receiving criticism. Lessons include an objective, required materials, allotted time, outlines of activities with instructor's notes, appendixes containing handouts or transparency masters, and outlines of individual student activities. The second module, "English as a Second Language" (ESL) by Mark Sullivan, contains 14 lessons or segments for instruction in ESL. They are as follows: personal introductions, the American alphabet, sounds, spelling, "Wheel of Fortune," "Jeopardy," important words, "what?," directions and positions, following directions, giving directions, question and answer charades, and a communication rating quiz. Lesson plans include an objective, required materials, time allotted, and an activity. Worksheets are provided in an appendix. (KC)

ED 352 560 CE 062 759

Burkhart, Jennifer; Sullivan, Mark
Computation. Workplace Education Program Curriculum.
SPONS. AGENCY- Office of Vocational and Adult Education (ED),
  Washington, DC. National Workplace Literacy Program.
PUB DATE- Jan 93
NOTE- 68p.; For related documents, see CE 062 757-761.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
  Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Adult
  Students; Basic Skills; College Programs; Community Colleges;
  *Computation; Cooperative Programs; *Education Work
  Relationship; Employment Potential; *English (Second Language);
  Institutional Cooperation; Job Skills; Learning Activities;
  Lesson Plans; *Literacy Education; *Mathematics Instruction;
  Postsecondary Education; School Business Relationship; Second
  Language Instruction; Teaching Methods; Two Year Colleges
IDENTIFIERS- Arapahoe Community College CO; *Workplace Literacy

The BUILD Program (Businesses United to Increase Literacy Development) was conducted from June 1991 through December 1992 as a cooperative workplace literacy program joining Arapahoe Community College and four companies in Littleton, Colorado. This document consists of two modules for the mathematics (computation) classes of the program. The first module, "Workplace Learning Skills," by Jennifer Burkhart, contains four lessons that cover the following: a pretest (from the General Educational Development mathematics book), calculators in the workplace, parts of the whole, and graphs and charts of quality control. Lessons include an objective, required materials, allotted time, outlines of activities with instructor's notes, appendixes containing handouts or transparency masters of practice computations, and individual student activities. The second module, by Mark Sullivan, contains three lessons for instruction in computation in English as a Second Language. Topics are whole numbers, basic mathematical functions, and the national debt. Lesson plans include an objective, required materials, time allotted, and activities. Worksheets are provided in an appendix. (KC)

ED 352 561 CE 062 760

Opening statements are presented by Committee Chair Representative Matthew G. Martinez and Representatives Ron Wyden and Joelene Unsoeld. Testimony and/or prepared statements and materials are included from these persons: (1) Otha Banks, McClaren School, Woodburn, Oregon; (2) Mike Bell, Portland Police Bureau, Gang Enforcement Team, Portland, Oregon; (3) Rod Englert, Multnomah County Sheriff's Office, Portland, Oregon; (4) Martin Holloway, Youth Intervention Team, Vancouver Police Department, Vancouver, Washington; (5) Lonnie Jackson, Minority Affairs Director, McClaren School, Woodburn, Oregon; (6) Sonny Montes, Hispanic Resource Specialist, Portland Public Schools, Portland, Oregon; (7) Harold Ogburn, Director, Juvenile Justice Division of Multnomah County, Portland, Oregon; (8) Michael D. Schrunk, District Attorney, Multnomah County, Portland, Oregon; (9) Dave Sturdevant, Clark County Juvenile Department, Vancouver, Washington; (10) Ernie Veach-White, Clark County Commissioner, Vancouver, Washington; (11) A. A. Wells, President, Albina Ministerial Alliance, Portland, Oregon; and (12) Hung Tran, Youth Gang Program, Portland, Oregon. (ABL)

ED 352 580 CG 024 685

Bernhardt, Gregory R.; Peterson, Frederick L.
Men's Health and Well Being: Raising the Awareness of Mental Health Counselors.
PUB DATE- Aug 92
NOTE- 18p.; Paper presented at the Annual Conference of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Counselor Role; Counselors; Counselor Training; Emotional Response; Fathers; *Males; *Mental Health Workers; *Sex Bias; *Well Being

This article explores different issues becoming known today as "men's issues," discusses the impact of these issues upon the lives of men, and reviews implications for the education of mental health counselors. The paper notes that men are not typically taught how to identify their own feelings, how to identify the needs of their mates, how to nurture themselves or their children, nor how to be caring and sensitive generally to the needs of others. Institutionalized sexism, being a destructive force to both genders, is examined as it influences the lives of men, particularly in the areas of fathering, and the gender longevity gap. An emphasis is given to how gender issues are directly related to men's health and psychological well being as well as educational interventions that promote the same. Specifically discussed is a counselor education course designed to better prepare mental health counselors to positively influence health life style choices of male clients. Recommendations for the mental health counselor's own personal and professional development are also discussed. It is concluded that it is now imperative that counselors take a leadership role by raising awareness educating themselves and others. (Author/ABL)

ED 352 581 CG 024 686

Crime and Justice Survey Results: Tennessee.
PUB DATE- 92
NOTE- 67p.
LANGUAGE- English

NOTE- 71p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Classroom Environment; *Communication Skills; *Creative Dramatics; *Grade 1; *Low Achievement; Primary Education; Reading Attitudes; Student Attitudes; Student Motivation; *Whole Language Approach; Writing Attitudes
IDENTIFIERS- Communication Strategies

This paper describes a practicum designed to give 12 low-achieving first-grade children more time to improve their communication skills, to promote knowledge development, and to motivate children to become enthusiastic about the reading and writing process. Whole language, creative drama, and different styles of writing were utilized in the classroom to accomplish the practicum outcomes during a 3-month period. Checklists, questionnaires, and surveys were used in collecting data. Data showed that: (1) children chose books when their work was completed; (2) they read orally in groups and independently, and could relate many of their favorite stories because the classroom was encompassed with books; and (3) their writing activities reflected a variety of experiences. (Eight tables of data are included. Five appendixes contain a checklist for basal reader problems, teacher questionnaire, checklist for writing, attitude toward reading survey, and survey questions for teachers.) (Author/SR)

ED 352 600 CS 011 095

Shaughnessy, Michael F.; And Others
The Gifted and Reading: A Bibliography.
PUB DATE- Apr 93
NOTE- 7p.; Paper presented at the Annual Meeting of the International Reading Association (38th, San Antonio, TX, April 26-30, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Gifted; Literature Appreciation; *Reading Instruction; Reading Interests; Reading Programs; Teacher Role

This 70-item bibliography presents a list of material published between 1978 and 1990 concerning gifted students and reading. The bibliography includes journal articles, books, and conference papers, and publications of ERIC clearinghouses. (RS)

ED 352 601 CS 011 096

Thomas, Robert L.
Reading Recovery. Education Research Consumer Guide Number 3.
PUB DATE- Dec 92
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Early Intervention; *High Risk Students; Primary Education; Program Descriptions; Program Effectiveness; *Reading Improvement; *Reading Instruction
IDENTIFIERS- *Reading Recovery Projects

This information sheet (the third in a new government series encountered in class are attached.) (RS)

ED 352 620 CS 011 116

Schmidt, Patricia Ruggiano
Literacy Development of Two Bilingual, Ethnic-Minority Children in a Kindergarten Program.
PUB DATE- Dec 92
NOTE- 18p.; Paper presented at the Annual Meeting of the National Reading Conference (42nd, San Antonio, TX, December 2-5, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Bilingual Students; Case Studies; Classroom Environment; Classroom Research; *Cultural Differences; Elementary Schools; Ethnography; Kindergarten; Kindergarten Children; *Literacy; Multicultural Education; Primary Education; *Student Development; Teacher Behavior
IDENTIFIERS- New York (Central); School Culture

An ethnographic study observed a kindergarten classroom community, as "Peley" (of Southeast Asian origin) and "Raji" (of Indian origin) interacted with students and staff to develop their English literacy. Data included field notes collected at home and at the suburban, central New York elementary school. In-depth interviews with parents, educators, and the two children were conducted. Results indicated that: (1) the children struggled with their social interactions; (2) the children were often visibly confused during holiday festivities and classroom celebrations; (3) home-school communication was inadequate; and (4) the teacher struggled to understand the children but was unaware of the children's home cultures. Findings suggest that early childhood classrooms should adopt the additive or diversity perspective rather than focus on assimilation or cultural blending. (Twenty-six references are attached.) (RS)

ED 352 621 CS 011 117

Bean, Thomas W.; Zulich, Jan L.
The Other Half: A Case Study of Asymmetrical Communication in Content Area Reading Student-Professor Dialogue Journals.
PUB DATE- Dec 92
NOTE- 14p.; Paper presented at the Annual Meeting of the National Reading Conference (42nd, San Antonio, TX, December 2-5, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Content Area Reading; *Dialog Journals; Higher Education; *Journal Writing; *Preservice Teacher Education; Reading Research; Teacher Educators; *Teacher Response; *Teacher Student Relationship
IDENTIFIERS- Communication Styles; Writing Contexts

A case study analyzed the dialogue in three student-professor dialogue journals written in conjunction with a content area reading course and its related field-based practicum. The three participating students one in English, one in social studies, and one in biology, were selected from a class of 14 students based on representation of predominant content majors in a teacher education program. A content analysis of the professor's responses to student journal entries was conducted. Results indicated that the professor responded to the students by extending their thoughts, complimenting them, and are included; the Thinking Skills Test, the Reading Attitude Inventory, a letter to parents, and 71 references are attached.) (RS)

ED 352 641 CS 011 139

Minus, Molly E.

The Relationship of Phonemic Awareness to Reading Level and the Effects of Phonemic Awareness Instruction on the Decoding Skills of Adult Disabled Readers.

PUB DATE- 2 Dec 92

NOTE- 17p.; Paper presented at the Annual Meeting of the National Reading Conference (42nd, San Antonio, TX, December 2-5, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Decoding (Reading); *Instructional Effectiveness; Phonemes; Reading Comprehension; Reading Research; Reading Strategies; *Word Recognition

IDENTIFIERS- *Phonemic Awareness

A study examined the relation between phonemic awareness and reading across the full range of decoding abilities in adults; determined if phonemic awareness can be taught to low-literate adults in one 45-minute session; and determined the effect of phonemic awareness training on the acquisition of decoding skills by low-literate and illiterate adults. Subjects, 41 upper-division and graduate students, 40 students attending developmental reading classes at a community college, and 36 inmates at a pre-release correctional facility, were administered measures of phonemic awareness, word identification, and decoding. For the training component, 19 of the 35 inmates with phonemic awareness scores of 11 or less correct were randomly selected to receive 45 minutes of phonemic awareness training. Results indicated that: (1) there were significant differences among the three groups of subjects for each of three possible comparisons of group means for word recognition, decoding, and phonemic awareness; (2) phonemic awareness scores were significantly and highly correlated with word recognition and decoding skills; and (3) effectiveness of phonemic awareness training and its effect on decoding skills were not statistically significant. Findings provide further evidence that adults who are expert readers have phonemic awareness whereas adult low-literates have little or no phonemic awareness; and that phonemic awareness is not acquired spontaneously and may be difficult to teach to adults. (Fourteen figures of data are included.) (RS)

ED 352 642 CS 011 140

Blai, Boris, Jr.

How To Study--Efficiently!

PUB DATE- 93

NOTE- 12p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Higher Education; High Schools; High School Seniors; *Learning Strategies; *Notetaking; Silent Reading; Skill Development; *Study Habits; *Study Skills; *Test Wiseness

IDENTIFIERS- Self Monitoring

Many suggestions can be made, which, if put into practice, can suggesting that it may be time to rethink these teaching categories. It is faulty to assume that students in different fields benefit only from instruction in genres associated with those fields. Writing classes can break the composition/creative writing barrier and include instruction in both modes simultaneously. In short, writing courses should aim at emphasizing writing commonalities, process instruction, and genre experimentation. Further, teacher comments suggest other avenues for useful changes of direction in writing instruction. Designing exotic, exciting new courses of writing may provide a welcome boost of energy in a field that many teachers would rather avoid. (Fifteen references are attached.) (HB)

ED 352 662 CS 213 624

Scher, Amy
John Milton's Rainbow: Sonnet XIX.
PUB DATE- Mar 92
NOTE- 10p.; Paper presented at the Annual Meeting of the College English Association (Pittsburgh, PA, March 27-29, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- English Instruction; *English Literature; *Figurative Language; Higher Education; *Literary Criticism; Literature Appreciation; *Poetry; Writing Instruction
IDENTIFIERS- Milton (John)

John Milton presented a wide spectrum of materials and ideas illuminating the literary landscape like a rainbow which critics and authors have been discussing for centuries. One example of the multiple layers of meaning in Milton's poems is found in Sonnet XIX, which can be useful for both forensic discussion as well as for composition instruction. This sonnet, later called "On His Blindness," utilizes paradox to challenge the reader and expand the limits of discourse. In this poem, words like "light," "spent," "talent" and "account" can be interpreted on several levels and in multiple ways. Paradoxical tension can also be discerned in the distinct differences between the opening octave and the concluding sestet, as the nearly solipsistic beginning of the poem is transformed into the opposite end of the spectrum. Also, the last two lines in the poem unexpectedly stand out, but these lines underscore the other paradoxical aspects of the sonnet. Traditionally, the sonnet has been taught in terms of comparison and contrast with Sonnet VII. For classroom use, however, a historical-cultural overview is suggested, and the sonnet itself suggests discussion in conjunction with composition instruction. This might entail group work--role switching, for example. In short, Milton intentionally organized a concert of words with more than a double sense of meaning, qualities of paradoxical language well suited for the composition classroom. (Sixteen references are attached.) (HB)

ED 352 663 CS 213 625

Brandau, Deborah; Collins, James
Schooling, Literature, and Work in a Rural Mountain Community. Report Series 7.1.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 28p.
LANGUAGE- English

Undergraduate Students; *United States History
IDENTIFIERS- Communication Behavior; *JFK (Film); Kennedy (John F); *Perceived Reality

Based on models created by social reality researchers, a study used a modification of a Solomon four group design to investigate the influence of symbolic reality (exposure to the film "JFK") on a student audience's subjective reality (knowledge of the assassination of President Kennedy, political mistrust and belief in the existence of a shadow government) and communication behaviors. A total of 74 students were interviewed at one time, most of them within 1 week of seeing "JFK." Approximately 3 weeks later, 143 students were interviewed including 66 of those interviewed earlier. The findings show an influence of exposure to "JFK" on students' knowledge about the assassination, belief in the existence of a shadow government, and interpersonal discussion of the assassination. Findings indicate that "JFK" played a significant role in the development of the audience's image of the Kennedy assassination. (Five tables of data and one figure are included and 42 references are attached.) (Author/SR)

ED 352 683 CS 508 001

Scott, Craig R.
Communicative Influence Strategies in a Group Decision Support System Meeting.
PUB DATE- Oct 92
NOTE- 43p.; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; *Computer Networks; *Decision Making; *Group Dynamics; Higher Education; *Interpersonal Communication; Organizational Communication; Problem Solving; Research Methodology
IDENTIFIERS- Communication Behavior; *Communication Strategies; *Computer Mediated Communication

Group decision support systems (GDDS) represent a technological aid for the decision-making process, combining communication, computers, and decision technologies to support problem formulation and solution in group meetings. A study examined communicative influence strategies used in a GDDS meeting. Subjects, 201 high- and low-influence persons from 28 intact groups were assessed on frequency and distribution of communicative influence strategies in a group decision support system meeting where all participants followed the same set of procedures. Among the groups were faculty/administrative departments, student clubs and organizations, and classes. Results indicated that high-influence users employed more words, strings, and acts. Additionally, high-influence individuals used more justifications and questions while low-influence members interacted with more statements and suggestions. (Three tables of data are included and 45 references are attached.) (Author/SR)

ED 352 684 CS 508 006

Scott, Craig R.; Birkholt, Marty J.
Present and Future of Forensics in the Research Based Communication Department.
PUB DATE- Oct 92

restructuring calendar are included. (LMI)

ED 352 703 EA 024 497

Murphy, Joseph
The Landscape of Leadership Preparation: Reframing the Education of School Administrators.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 92
NOTE- 236p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Education; Administrator Effectiveness; Administrator Role; *Educational Administration; Elementary Secondary Education; *Futures (of Society); Higher Education; *Leadership Training; *Professional Development

This book is designed to inform the debate on administrator preparation and to provide information for shaping new designs for administrator education. Chapter 1 discusses the changing educational environment and the need for improving administrator training. Chapters 2 and 3 review phases in the evolution of training programs over the last century: the era of ideology, the prescriptive era, the era of professionalism/behavioral science, and the emerging dialectic era. A framework based on six components--faculty, students, program structure, program content, instruction, and philosophy--is used to evaluate the programs of each era. The fourth chapter provides a critical analysis of the current preparation scene in terms of recruitment and selection, program content, delivery systems, and certification and employment. A picture of future changes in the environmental context and educational leadership is provided in chapter 5. The sixth chapter sketches a design for new preparation programs, based on goals and principles for changing curricula, delivery systems, and structures. A recommendation is made to develop faculty with more broadly defined roles. Chapter endnotes and a 31-page bibliography are included. (LMI)

ED 352 704 EA 024 498

Critical Reflections on Curriculum Policy: The SCRE Fellowship Lectures 1992.
PUB DATE- 92
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Criticism; *Curriculum Development; *Economic Impact; Educational Change; Educational Innovation; *Educational Planning; Educational Research; Elementary Secondary Education; Foreign Countries; *Learning Processes
IDENTIFIERS- *Educational Criticism; *Scotland

The Fellowship of the Scottish Council for Research in Education (SCRE) recognizes educational researchers whose work has made an outstanding contribution to research, practice, or policy. The first part of this book is the Conferment of the SCRE Fellowship by Professor Gordon Kirk, chairman of SCRE. The second and third parts are the 1992 SCRE Fellowship papers. The title of Sally Brown's paper is "Raising Standards: Factors Influencing the Effectiveness of Innovations." Sections include

Education Act (ESEA) Title III, Innovative Projects; (2) ESEA Title VII, Bilingual Projects; (3) Vocational Education (VEA) Part D, Exemplary Programs; and (4) the Right-to-Read program. Data were collected from telephone interviews with 48 state program officers in 18 states. Findings indicate that federal policies about dissemination of successful projects have caused major conflicts between the states and the federal program staff. Across all programs, state program staff reported the need for more federal program staff contact, a more active federal role in dissemination, and less rigid requirements. A conclusion is that SEA practices and policies affect local programs and that federal policy should recognize the diverse SEA needs and expertise. Research questions for each program are listed. Eight tables are included. The appendices contain a description of the survey instrument, the interview schedule, and a summary of SEA management of VEA state-administered Part D funds. (LMI)

ED 352 725 EA 024 532

Encarnation, Dennis J.; Richards, Craig E.
Race and Educational Employment: Public and Catholic Schools Compared. Project Report No. 84-A15.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 84
NOTE- 40p.; For a related document, see ED 228 698.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Blacks; Block Grants; Categorical Aid; *Catholic Schools; Elementary Secondary Education; *Employment Patterns; Hispanic Americans; *Institutional Characteristics; Models; *Public Schools; State Federal Aid; *Teacher Distribution; *Teacher Employment
IDENTIFIERS- *California (San Francisco Bay Area)

Findings of a study that examined patterns of minority employment among elementary and secondary teachers in public and Catholic schools in six San Francisco Bay area counties are presented in this paper. Using an open systems model of service delivery, the study assessed the ability of the model to explain variation in minority teacher employment across public and Catholic schools. Two variables defined the institutional environment of schools: sectoral and intergovernmental. The three environmental variables included student segregation, employment growth, and targeted aid. Regression analysis was conducted on 1981-82 data on public and nonpublic schools in six Bay area counties. Findings indicate that client characteristics (the racial composition of schools) influenced the employment of Black and Hispanic teachers more strongly in public than in Catholic schools. Most employment gains were made in large public schools with higher proportions of minority students. Implications are that the trend toward block grants may dampen the positive employment effects of previous categorical funding, and that urban schools may be confronted with a "crisis of legitimacy" if the political dimensions of the teacher-student relationship are ignored. Two figures and three tables are included. The appendix contains statistical results. (Contains 53 references.) (LMI)

ED 352 726 EA 024 535

Lines, Patricia
Compulsory Education Laws and Their Impact on Public and Private Education--with Suggested Statutory Language.

Education; *Parent Participation; Play; Preschool Education; Program Implementation; Skill Development; Speech Therapy; *Toddlers
IDENTIFIERS- *Developmental Delays

In an attempt to provide a model of language intervention tailored to toddler needs, this poster session gives an overview of a playgroup program implemented by a speech-language pathologist and an early intervention specialist. The program's aim is to improve communicative abilities while maintaining the integrity of the child-caregiver interaction. Caregivers are active participants in therapy, and children are never separated from the caregivers and expected to interact with the therapist. The speech-language pathologist and behavior/family specialist act as facilitators, targeting intervention strategies and modelling techniques. The program is designed to avoid directive intervention that often leads to nonverbal behavior or fewer communicative attempts. Another element of the program that is designed to enable improved interactions is structure--the same set of toys is used during each session, the same set of rules is followed, and responses to behaviors are consistent. Four case histories of toddlers with developmental delays are provided, including target language goals and frequency of parents' use of specific language intervention techniques over the course of the playgroup intervention. (JDD)

ED 352 746 EC 301 293

O'Brien, John, Ed.; O'Brien, Connie Lyle, Ed.
Remembering the Soul of Our Work. Stories by the Staff of Options in Community Living.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 92
NOTE- 163p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- Attitudes; *Disabilities; *Independent Living; *Mental Retardation; Normalization (Handicapped); *Personal Narratives; *Quality of Life; Quality of Working Life; Staff Development; Values

The personal stories in this collection are by the staff of an agency which provides "supported living" services to adults with mental retardation and other disabilities. The stories were written to be read at monthly staff meetings when time is set aside to clarify and renew the organization's values. Introductory material offers suggestions for other agencies wishing to use this approach, provides basic information on the Options in Community Living organization, and describes three typical clients. The brief narratives are grouped into the following categories: ordinary moments, everyday triumphs, assistance, understanding, how people change, dreams, family, friends, money matters, fighting the system, clienthood, control, suffering and death, teachers, words of power, "why I do this work," and writing stories at work. (DB)

ED 352 747 EC 301 613

Providing an Appropriate Education to Children with Attention Deficit Disorder. ERIC Digest #E512.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

bibliography of approximately 25 items. Several journal articles and papers are appended, including "Infants Exposed to Cocaine in Utero: Implications for Developmental Assessment and Intervention" (Jane W. Schneider and others); "Drug Exposed Babies: Research and Clinical Issues" (Donna R. Weston and others); "The Development of Young Children of Substance-Abusing Parents: Insights from Seven Years of Intervention and Research" (Judy Howard and others); "Psychological and Behavioral Effects in Children Prenatally Exposed to Alcohol" (Ann Pytkowicz Streissguth and Robin A. LaDue); "Behavior and Learning Difficulties in Children of Normal Intelligence Born to Alcoholic Mothers" (Sally E. Shaywitz and others); and "Letter from Prison: A Cocaine-Addicted Mother." (JDD)

ED 352 766 EC 301 696

Working toward a Balance in Our Lives: A Booklet for Children with Disabilities and Special Health Care Needs. Project Child Care.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
PUB DATE- 92
NOTE- 97p.; Funds also provided by a grant from the Charles A. Lindbergh Fund, Inc.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Rearing; *Coping; *Disabilities; Family Environment; Financial Support; Home Programs; Hospitalized Children; *Human Services; Medical Services; Parent Role; Recreation; Respite Care; *Special Health Problems; Vocational Education

This booklet documents the ability of parents of children with special health needs and disabilities to achieve balance in their lives, by moving from crisis to control, from challenge to opportunity, from questions to answers. The booklet discusses concerns that confront parents of children with special needs, and answers the most common questions families have as they move through hospital, home, and school experiences. Individual chapters cover: the hospital experience; after hospitalization; home care, home nursing, and respite care; financing health care; equipment; education; vocational training and planning for adulthood; and recreation and travel. Appendixes offer: (1) suggestions for record keeping; (2) a list of organizational resources, including government agencies, general disability groups, health and professional associations, parent groups, and groups dealing specifically with such issues as education, financing, recreation, and legal aspects; (3) over 50 suggested readings; and (4) a glossary. (JDD)

ED 352 767 EC 301 697

Transition Services in Nebraska Schools.
SPONS. AGENCY- Nebraska Governor's Planning Council for Developmental Disabilities, Lincoln.
PUB DATE- 92
NOTE- 51p.; Photographs may not reproduce.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

with Specific Learning Disabilities: An Investigation of Program Status and Impact. Final Report: Project R117E10145, August 15, 1991-August 14, 1992.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 92
NOTE- 489p.
LANGUAGE- English
EDRS Price- MF02/PC20 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Attitudes; *Delivery Systems; Educational Research; Elementary Secondary Education; Labeling (of Persons); *Learning Disabilities; *Mainstreaming; *Regular and Special Education Relationship; Resource Room Programs; School Districts; Social Integration; State Surveys; Student Attitudes; Teacher Attitudes
IDENTIFIERS- *Virginia

This final report focused on research questions associated with reducing the segregation of students with learning disabilities (LD) in Virginia. A survey of special education supervisors, general education supervisors, building principals, general elementary and secondary education teachers, LD teachers, students with LD, and parents was conducted and followed by interviews, observations, analysis of achievement data, and document reviews. Specifically, the study examined: (1) the current status and process of increased integration; (2) factors that serve as the basis for or reluctance for such change; (3) evidence of perceived and actual outcomes of integration activities already undertaken; and (4) obstacles to the implementation of an integration model. The study found extensive efforts to increase the amount of time students with LD spend in the general classroom setting, especially at the elementary level, throughout Virginia; a lack of formally adopted guidelines, philosophies, or policies; a lack of systematic monitoring or evaluation plans; doubts about the ability or willingness of regular teachers to meet these students' special needs; general support for "pull-out" programs; and differing opinions on reduction of stigma in integrated programs. Avoiding embarrassment was a major consideration in student preferences. Extensive tables (91) and exhibits (14) provide details. (DB)

ED 352 787 EC 301 720

Goehl, Karen S.
Indiana Deaf-Blind Project. Final Performance Report, 10-1-89 to 9-30-92.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Sep 92
NOTE- 181p.; Occasional illegible pages.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Deaf Blind; Delivery Systems; Educational Policy; Handicap Identification; High Schools; Infants; Information Centers; Inservice Education; *Parent Education; Policy Formation; Preschool Children; Preschool Education; *Program Implementation; Resource Materials; *Social Services; *Social Support Groups; State Programs; *Technical Assistance; Toddlers; Young Adults
IDENTIFIERS- *Indiana

Foreign Countries; *International Cooperation; *Language Planning; *Language Role; *Public Policy; Second Language Instruction
IDENTIFIERS- Europe; *European Community

The European Community (EC) openly supports use and maintenance of the major languages of its countries. One idea behind this support is not to privilege any language of the community, but to encourage the unique features of each member state. This policy carries over into support for diversified language instruction; rather than promote one or two languages, all official languages, plus Irish and Lutzburgesch, are to be taught. The goals are both proficiency and communicative competence. However, this policy has been difficult to implement because English dominates among EC officials as well as in many other domains. In education, English is one of the two languages chosen or required in most member countries. Increasing interdependence among members makes the role of this language an important issue. English is used for communication both within and outside Europe, and some aspects of EC policy encourage English usage. Language policy and practice, then, appear to be in conflict, and policy should be changed to reflect the reality of widespread English use. A brief bibliography is included. (MSE)

ED 352 806 FL 020 782

McLaughlin, Barry
Myths and Misconceptions about Second Language Learning: What Every Teacher Needs to Unlearn. Educational Practice Report 5.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Age Differences; Cognitive Style; Cultural Context; Cultural Differences; Educational Attitudes; Elementary Secondary Education; Individual Differences; Language Proficiency; Language Skills; *Language Teachers; Learning Processes; Oral Language; Second Language Learning; *Second Languages; *Teacher Attitudes; *Teacher Education; *Time Factors (Learning)

By discussing commonly held myths and misconceptions about second language learning, this discussion attempts to clarify a number of important issues concerning the ease and rapidity with which children learn a second language, the optimal age at which to begin second language instruction, the importance of the extent of exposure to the second language, the relationship between oral communication skills and academic language skills, and cultural and individual differences in language learning styles. Each myth presented is followed by a discussion of related research on second language learning and its implications for classroom teachers. Specific attention focuses on the importance of teachers of minority language students understanding that second language learning by school-aged children is a longer, more complex process than most have been led to believe. A 27-item bibliography is included. (MSE)

ED 352 807 FL 020 783

Warner, Rachel
Bangladesh Is My Motherland. A Case Study of Bengali and English

Russian; *Second Language Learning; Skill Development; Spanish; *Study Skills; Tables (Data); Thinking Skills

The range and characteristics of learning strategies used in studying foreign languages were studied in a 3-year project involving 67 high school students of Spanish and 34 college students of Russian. This final report reviews second language acquisition theory and learning strategies, research in learning strategies, and a cognitive model of research on second language learning strategies. Additional findings of a longitudinal study of the subjects are reported for reading, writing, and listening in Spanish and for the strategy of problem identification for Russian students. Methodology and findings of the course development study conducted during this project are also presented. In general, findings of this project indicate that all students, no matter what their degree of success in learning a foreign language, have some cognitive control over their learning efforts and are able to describe their own mental processes. The main differentiation between the more effective students and the less effective ones was in the way in which strategies were used and the greater range of different types of strategies used by effective students. Classroom applications such as reading, writing, and listening comprehension strategies, are described. Lists of sources for the Spanish reading and listening passages are appended, as is a list of sources for the pictures used in the writing activity. Contains approximately 110 references. (LB)

ED 352 826 FL 020 855

Long, Sheri Spaine
Using the Process-Model for Writing: Options for Responding to Student Drafts.
PUB DATE- Aug 92
NOTE- 21p.; Paper presented at the Annual Meeting of the American Association of Teachers of Spanish and Portuguese (74th, Cancun, Mexico, August 9-13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Feedback; *Models; *Peer Evaluation; *Second Language Instruction; Second Language Learning; Spanish; Student Attitudes; Teacher Attitudes; *Writing Instruction; *Writing Processes
IDENTIFIERS- *Process Approach (Writing)

A process-model for writing in a second language is presented. Its seven components include the following: prewriting, draft 1 (not graded), feedback on draft 1, draft 2 (not graded), feedback on draft 2, final draft, and postwriting. Student and instructor attitudes toward the process are discussed, along with an analysis of the different types of feedback at each stage of the writing process. Suggestions are offered for peer and instructor commentary in and out of class, including both written and oral observations. Sample feedback review forms are provided for beginning and intermediate/advanced Spanish classes. It is concluded that the use of student feedback (through guides and tutorials) and instructor feedback (through conferences and written comments) all enhance student writing. They allow students to practice analytical and editing skills, require students to revise their work, and encourage multi-skill second language interaction revolving around the writing task. Above all, peer feedback steers students away from the notion that they are writing for the teacher alone. (Contains

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Art Activities; Computer Oriented Programs; Cooperative Learning; Critical Thinking; Elementary Education; Elementary Schools; Elementary School Students; *English (Second Language); *Enrichment Activities; Field Trips; Instructional Effectiveness; Language Proficiency; Language Skills; Language Tests; *Limited English Speaking; *Listening Comprehension; Second Language Instruction; *Self Esteem; Self Evaluation (Individuals); Skill Development; *Student Participation; Surveys; Testing; Thinking Skills

A study investigated the effectiveness of enrichment activities in developing the language proficiency, comprehension, and critical thinking skills of limited-English-proficient (LEP) children. Subjects were 19 LEP students (out of an original group of 21) in kindergarten through grade 5, who participated in enrichment activities including cooking, field trips, arts, computer activities, and cooperative group projects, all related to fish and pond life. Subjects participated in 30-minute sessions held twice a week over a period of 10 weeks. At the end of the treatment period, posttest scores in oral English proficiency and critical thinking skills were compared with pretest scores. The great majority of the subjects gained at least a 25% raw score increase in verbal language and a 25% increase in class participation as determined by teacher observation. All felt increased self-esteem and all increased critical thinking skills, using the Ideal Oral Language Proficiency Test and the Woodcock Johnson test for measuring critical thinking skills. It is concluded that such enrichment activities, when coupled with strategies to develop thinking skills, increase LEP student use of English. A 17-item bibliography is included. The LEP student survey form used to elicit information from teachers, student self-evaluation sheet, weekly teacher-researcher conference sheet, and parent permission form are appended. (MSE)

ED 352 846 FL 020 891

West, Jonathan
The Development of a Functional-Notional Syllabus for University German Courses. CLCS Occasional Paper No. 32.
PUB DATE- 92
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Second Language Programs; Course Descriptions; Curriculum Design; *Curriculum Development; Foreign Countries; *German; Higher Education; Instructional Materials; *Languages for Special Purposes; *Notional Functional Syllabi; Second Language Instruction; *Sequential Approach

It is argued that a functional-notional syllabus is practical and useful for second language instruction at the college level. It constitutes a natural progression from secondary school curricula that emphasize communication in that it uses the same basic organization and similar categories. However, it differs from them in that it pays particular attention to the complexity of speech acts and their organization rather than merely listing individual speech acts and appending a small section on dialogue structures. The notional functional

Network of Alabama Academic Libraries, and a temporary modest increase in funding to Alabama A&M University and Alabama State University. Also targeted for higher funding levels are several scholarship programs. It is noted that these increases are desirable in order to receive the highest federal matches available and to meet the increasing needs of students for financial aid. The Commission also recommends a $1 million increase for the Experimental Program to Stimulate Competitive Research, and funding for four private postsecondary institutions (Marion Military Institute, Sylacauga School of Nursing, Talladega College, and Walker College). (GLR)

ED 352 865 HE 025 563

Unified Budget Recommendations for Fiscal Year 1992-93.
PUB DATE- Dec 91
NOTE- 130p.; For other reports, see HE 025 562, ED 332 605, ED 329 142, ED 283 437, adn ED 274 279.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgeting; Colleges; Computation; Educational Facilities Improvement; *Educational Finance; Educational Planning; Financial Needs; *Financial Support; *Full State Funding; Higher Education; Postsecondary Education; Private Schools; *Resource Allocation; *School Funds; State Schools; Two Year Colleges; Universities
IDENTIFIERS- *Alabama

This document presents funding proposals from the Alabama Commission on Higher Education. Individual sections present the following: (1) the executive summary of the 1992-93 Unified Budget Recommendations; (2) a detailed presentation of the Higher Education Unified Budget Recommendations Program for the 1990-91 and 1991-92 appropriations and the 1992-93 requests, needs, and recommendations; (3) the funding formulas used; (4) the funding formula supporting data for senior institutions; (5) the funding formula supporting data for 2-year institutions; and (7) the critical capital needs that exist in Alabama public higher education. It is noted that funding recommendations contained in the document are based on three basic beliefs. First, that there should be no reduction for any institution. Second, the distribution of funds between higher education and the elementary/secondary systems will remain the same as in previous years. Third, as funds are available beyond the base budget (equal to the original 1990-91 institutional appropriation level), institutions should receive increments in accordance with the Equity Increment Index provided in the document. An appendix provides summaries of funding requests and recommendations of capital for Alabama Public Higher Education institutions. (GLR)

ED 352 866 HE 025 724

Ogletree, Earl J.
Analysis of the Non-Retention of CUU First-Year Students.
PUB DATE- 92
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Aspiration; *Academic Persistence; College Freshmen; *Dropout Attitudes; *Dropout Characteristics;

of public confidence in higher education and what can be done to reverse the trend. (GLR)

ED 352 884 HE 026 084

Lichtenegger, John P.; And Others
Suggested Statewide Public Policy Initiatives and Goals: Report to the Coordinating Board for Higher Education. Task Force on Critical Choices for Higher Education.
PUB DATE- 92
NOTE- 39p.; For a related document, see HE 026 086.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; College Admission; College Instruction; College Preparation; Community Colleges; Cost Effectiveness; *Educational Change; Educational Objectives; *Educational Planning; Educational Policy; Higher Education; Long Range Planning; Postsecondary Education; Public Colleges; *Public Policy; Resource Allocation; Secondary School Students; State Departments of Education; State Programs; Strategic Planning
IDENTIFIERS- Diversity (Student); *Missouri

This report presents and discusses recommended actions concerning critical issues facing higher education in Missouri. Four main issues are addressed. The first concerns admissions policies and has two parts: (1) What public policies, standards, and expectations should Missouri promote to ensure that its high school students are well prepared for further study and the world of work? and (2) What should be the distinctive admission policies of Missouri's public four-year institutions and community colleges in providing instruction to a diverse student body? The other three issues are as follows: What public policies are necessary to ensure that Missouri's postsecondary educational system addresses critical state needs and promotes institutional diversity with a minimum of program duplication? What public policies are necessary to ensure an efficient effective, and accountable system of postsecondary education in Missouri? and What new structures, if any, should be established and what additional powers should be assigned to a central state-level agency to ensure a coordinated, balanced, and cost-effective postsecondary educational system of the highest quality? Recommendations are outlined under each main issue, and for each main issue, several goals are identified and defined as measures of success. The appendix provides six references for suggested goals. Also included as an attachment is the report of an ad hoc implementation committee set up to review the task force's work and outlining proposed refinements and clarifications of the original report's goal statements and measures of success. (GLR)

ED 352 885 HE 026 085

A Place for Advanced Placement Courses in Missouri's Colleges and Universities. A Listing of Advanced Placement Courses, Test Scores, Credit Hours Granted, and Courses Satisfied.
PUB DATE- Sep 92
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Acceleration (Education); *Advanced Courses; *Advanced Placement Programs; College Bound Students; *College

include course syllabi, videotaped interviews, and first person accounts of the school's functioning. A section describing the history of the summer school covers the thinking of its founders, Hilda W. Smith and M. Carey Thomas, the opening of the school, the curriculum, the student body which was racially integrated, and the school's involvement in the union movement (which eventually caused its close). A central section looks at the characteristics of the school, student evaluation, non-academic learning experiences, curriculum, and the effect of the school on its students, women from blue-collar occupations. A further section offers an overview of feminist pedagogy and method as a preparation for a section on the use of feminist pedagogy at the Summer School. This section notes that the school's educational philosophy was founded on feminism and the progressive education of John Dewey. A conclusion argues that the experience of the school demonstrates that a commitment to women's learning makes possible collaborative process, shared authority, and empowerment. (Contains 23 references.) (JB)

ED 352 903 HE 026 103

Lincoln, Yvonna S.
Virtual Community and Invisible Colleges: Alterations in Faculty Scholarly Networks and Professional Self-Image. ASHE Annual Meeting Paper.
PUB DATE- 1 Nov 92
NOTE- 34p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Minneapolis, MN, October 28-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Communication (Thought Transfer); Communication Research; *Communications; *Community Characteristics; Computer Literacy; Computer Networks; *Electronic Mail; Higher Education; *Information Networks; Interviews; Online Systems; Reference Services; Self Concept; Sex Differences; Teacher Attitudes; Teleconferencing
IDENTIFIERS- *Academic Community; Academic Self Concept; *ASHE Annual Meeting; Invisible Colleges

This descriptive study examines how the proliferation of electronic hook-ups to remote locations, to databases, and particularly to electronic mail (e-mail), is changing the work, communication patterns and self-image of higher education faculty. In particular the study examined whether technological acquisition had an impact on professors' perceptions of their "invisible colleges", and whether or not there were systematic differences between men and women in their constructions of these changes in their worklife. Explored are "invisible colleges," scientific communities whose members do not live and work in close proximity; human-machine interaction; and literature on gender differences in computer skill acquisition processes and psychological approaches to exploration of computer logic. In-depth open-ended interviews were conducted with six new electronic mail users. Additional data were derived from one network's ongoing conversations regarding the nature of "community." Results indicated that users conversing regularly on networks were forming "communities" with self-conscious discussion of "courtesy" and fair intellectual exchange; that e-mail has made communication between scholars more democratic and broader particularly for women; that style of conversation is informal and humorous; and that mastering the technology had different effects on men's and women's self-

(141)
DESCRIPTORS- Chronic Illness; *Diabetes; Disease Control; Diseases; *Educational Resources; Health Activities; Health Education; Health Materials; *Health Programs; *Medical Research; *Patient Education; Physical Health; *Research and Development Centers; Resource Materials; Science Materials

Established in 1977 by the Diabetes Research and Education Act, the six Diabetes Research and Training Centers (DRTCs) located throughout the country offer resources for diabetes educators and other health professionals involved in treating or counseling people with diabetes. DRTCs provide continuing education, seminars, and workshops in state-of-the-art diabetes management for professionals; other services include an array of tested evaluation and assessment instruments and professional expertise in developing and implementing diabetes programs in a variety of settings. The six DRTCs are located at major academic institutions in New York, Illinois, Indiana, Michigan, Tennessee, and Missouri. Each center has a core staff of basic and clinical researchers, medical and allied health professionals, and educators with expertise in diabetes, along with the physical and technical resources to support research and education and training activities. Education and training activities are carried out on site in model demonstration units as well as in community settings. The DRTCs have developed linkages with major diabetes professional and voluntary organizations as well as with groups in the communities served by the centers. Each center also offers a range of educational materials, including videotapes, curricula, and program guides for health professionals. (This report includes the addresses and telephone numbers of the six DRTCs as well as the names of their directors and examples of their educational activities.) (KC)

ED 352 452 CE 062 509

Thomas, Ruth; And Others
Alternative Perspectives of Instruction and Cognitive Theory: Implications and Proposals.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Nov 92
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Algorithms; *Educational Development; Educational Objectives; Educational Research; Educational Responsibility; *Educational Theories; *Epistemology; *Instruction; *Learning Theories; Postsecondary Education; Secondary Education; Social Environment; Technological Advancement; *Vocational Education

Three perspectives of instruction that reflect applications of cognitive theory are transportation of knowledge, application of algorithms, and transfer of responsibility. To determine what kind of instructional theory is appropriate for vocational education in a rapidly changing, technological, and increasingly complex society and what contributions cognitive theory can make to this instructional theory, each perspective may be examined in terms of Goodnow's (1980) dimensions and in terms of what the perspective has brought to and how it has been modified by application of cognitive theory. A critique of the perspectives of instruction in relation to societal conditions and to educational purposes also helps to answer the questions. Four interrelated conclusions can be drawn: (1) instructional perspectives influence how cognitive theory is curricular decisions; (2) create in the learning situation fidelity to transfer situations; (3) reflect the complexities of knowledge and its application in diverse, multidimensional contexts, problems, and situations; and (4) stimulate and challenge students to transfer their knowledge during learning and support their efforts to do so on their own. The basis for each principle and ways of incorporating it in educational practice were identified. The research tested the applicability of the principles by using them to create a parent education learning environment. A case analysis approach to instruction was formulated to help parents develop flexible knowledge and appropriately complex understanding. Strategies used to stimulate learner-directed knowledge transfer during learning included a scaffolding approach to teaching and reflective dialog among parents. The learning environment was field tested in 5 sites with 31 parents. Not only did parents' learning reflect characteristics identified as enhancing "high road" transfer but parents engaged in high road learning transfer as well. (Contains 87 references.) (YLB)

ED 352 470 CE 062 571

Manufacturing Research and Education. Hearing before the Subcommittee on Science of the Committee on Science, Space, and Technology. U.S. House of Representatives, One Hundred Second Congress, Second Session.
PUB DATE- 12 May 92
NOTE- 178p.; No. 130. Document contains some small/faint type.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Economic Development; *Educational Needs; *Educational Research; *Engineering; *Engineering Education; Federal Government; Government Role; Hearings; Higher Education; *Manufacturing; *Research and Development
IDENTIFIERS- Congress 102nd

This document records the oral and written testimony of witnesses who addressed the issue of how to strengthen research and education in engineering design and manufacturing at U.S. universities. The testimony includes a review of recommendations from two studies of the National Research Council and of the plans and programs of the National Science Foundation and other federal agencies that fund research relative to these recommendations. Witnesses included representatives from the National Research Council, engineering professors and department chairs from university, representatives from engineering education associations, and the assistant director for engineering of the National Science Foundation. They stressed that the United States has lost its competitive edge in manufacturing and technology and that more research is needed. Suggestions were made for increased research in and federal funding for programs in engineering design, changes in engineering education, and a design education clearinghouse. Other recommendations included bringing increased design knowledge to industry and promoting industry-university-government collaboration in research and education. (KC)

ED 352 471 CE 062 573

Adult Education and Social Change. Report of the Conference (Belgrade, Yugoslavia, April 24-27, 1990).
PUB DATE- 92
NOTE- 128p.

programs; sample customized training materials; evaluation report; news article; prior performance reports; and the Workplace Literacy Handbook that discusses steps in organizing a program and provides program descriptions, information on education service providers who develop workplace literacy programs, and a resource list of materials and publications regarding workplace literacy.) (YLB)

ED 352 488 CE 062 626

Closing the Skills Gap. Impact of a Workplace Literacy Program.
PUB DATE- 91
NOTE- 26p.; Based on a collaboration between Motorola Inc. and Merex Corporation, April 1987-September 1989.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; Basic Skills; Education Work Relationship; Employment Potential; *Inplant Programs; *Job Skills; *Labor Force Development; *Literacy Education; *Material Development; Program Development; Program Effectiveness; Program Implementation; Specifications; Technical Writing
IDENTIFIERS- *Workplace Literacy

In December 1987, Motorola's MOS 5 Microprocessor Manufacturing Facility and Merex Corporation began a joint workplace literacy training project. MOS 5 had three basic objectives: to assess the level of the work materials, to assess the skill level of the work force, and to close the gap between the two. Merex designed an educational program to raise the level of employees' basic skills and address the need for training in workplace effectiveness skills. Over 300 operators and supervisors took part in classes between February 1988 and September 1989. Notable program features were as follows: analysis of skill needs, use of workplace materials, flexibility in scheduling, training in workplace effectiveness skills, mandatory participation, supervisor training, and quality assurance. Significant gains were shown on the Comprehensive Test of Basic Skills and a criterion-referenced test. The second part of "closing the gap" consisted of a major project to redesign and rewrite MOS 5's technical specifications, using principles of information processing and optimal specification design. Features of the new specifications were standardized format, defined parameters for writing style, integration of graphics, reorganization of content, and quick-reference guides. Compelling evidence showed productivity improved significantly by project end. (An executive summary at the beginning of the report highlights project components, unique features, and project results.) (YLB)

ED 352 489 CE 062 629

Gordon, Howard R. D.
Motivational Orientations of Vocational-Technical Education Graduates in Off-Campus Credit Programs.
PUB DATE- 92
NOTE- 20p.; For related documents, see ED 348 488, ED 351 532 and CE 062 630.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Enrollment Influences; *External Degree Programs; *Graduate Students; Graduate Surveys; Higher Education; Inservice Teacher Education; Masters Programs; Nontraditional

coordinator. The materials conclude with sheets that tell the instructor the objectives for every instructional activity prescribed on the matrix and directions for carrying them out. (CML)

ED 352 506   CE 062 661

Health Occupations Education Program Management Guide.
SPONS. AGENCY- Iowa State Dept. of Education, Des Moines. Bureau of Career and Vocational Education.
PUB DATE- 91
NOTE- 214p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; Health Occupations; Health Personnel; Health Promotion; Job Training; Models; *Nurses Aides; Postsecondary Education; *Practical Nursing; State Curriculum Guides; Vocational Education
IDENTIFIERS- Iowa

This final report describes a project to develop a secondary education program management guide for health occupations education in Iowa. Introductory material includes the following: a summary sheet on project objectives, a description of how the objectives were met, the audience served, an educational equity statement, a statement that the materials are ready for pilot and field testing, and a list of perceived benefits of the guide. A mission statement for secondary health occupations education and information on clinical instruction follow. The rest of the document is the guide itself, which contains the following: (1) overall health occupations minimum competencies, including both occupational and leadership competencies; (2) general health occupations education competencies for three models; (3) suggested units of instruction on health careers, health care delivery system, health promotion and wellness, and ethical and legal aspects of health care; (4) nurse aide program competencies for two models; (5) emergency care program competencies for two models; (6) practical nursing program competencies; and (7) sample student profiles. (CML)

ED 352 507   CE 062 662

Copa, George H.; Pease, Virginia H.
New Designs for the Comprehensive High School. Executive Summary Report. A New Vision for the Comprehensive High School: Preparing Students for a Changing World.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 17p.; For related documents, see CE 062 663-676.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Education; Cost Effectiveness; *Curriculum Design; *Educational Administration; Educational Change; Educational Environment; *Educational Facilities Design; *Educational Improvement; *Educational Innovation; Educational Technology; Educational Trends; Futures (of Society); *High Schools; Integrated Curriculum; Learning Processes; Outcomes of Education; Program Content; Program Development; Relevance (Education); Secondary School Curriculum; Vocational Education

A 2-year project to specify new designs for the comprehensive worked individually on a prescribed lesson plan for 6 hours per week, completed videodisc units, and used workbook exercises. The project was able to increase the skills of all participants, with those who scored lowest on the preliminary evaluation making the largest gains. There were no significant differences in results based on age or gender. The results of the project indicated that videodisc technology is an effective and convenient method of delivering instruction. A third-party evaluation concurred with the project staff evaluation. Project results were disseminated at conferences and demonstrations to companies interested in workplace literacy. (The report contains many tables and graphs, seven references, and the external evaluation report.) (KC)

ED 352 524 CE 062 683

LSCA Library Literacy Grant. Final Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Cross Age Teaching; Disadvantaged; Library Extension; *Library Role; Library Services; *Literacy Education; *Outcomes of Education; Program Effectiveness; *Tutoring
IDENTIFIERS- *Family Literacy

The Kountze Public Library in Texas conducted a program using cross-age tutoring as a strategy to strengthen family reading skills, to develop a collection of educational literacy materials in the library, and to disseminate results to the public. During the 1-year program, 29 volunteers participated, with 14 trained as tutors. Tutors worked 64 hours, and community members assisting with site and material preparation worked 190 hours. The youngest volunteer was 7 and the oldest 87. Twenty-three adults were tested for the program, with 14 following through and participating in 950 hours of instruction; 3 obtained their high school equivalency certification. Fifteen persons obtained library cards, and one found employment as a result of the programs. Reading gains were achieved through the program, as shown through pre- and posttest results of administration of the Spache Diagnostic Reading Scales. All of the adults who finished the classes expressed a desire to continue the program. Transportation, child care, and longer hours of instruction were cited as future programming needs. As a result of the program, many adult literacy materials were added to the library. (Three brief papers by Mary C. Johnston are included in the report: "Tutoring in History," "Illiteracy and the Challenge," and "Three Types of Illiteracy Handicapping Americans.") (KC)

ED 352 525 CE 062 685

Client Mental Health Issues. Final Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 30 Jun 92
NOTE- 109p.; Some pages contain thick filled-in print.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

Health; Prevention; Role Playing; Teaching Guides
IDENTIFIERS- 353 Project; General Educational Development Tests

Designed to educate adult students about AIDS, this curriculum manual is intended for use by students reading at the sixth- through eighth-grade reading level. A section of teachers' notes explains what topics are covered in each chapter and how each lesson is designed. Creative suggestions for reading and acting out plays in the classroom are given, and group activities to help students create their own skits, scenes, and plays are provided. This section also lists organizations that provide speakers, pamphlets, books, and videos about AIDS. An introductory survey is designed to help students assess what they already know about AIDS and what they need to know. The six chapters are as follows: Protecting Yourself from the HIV Virus; Everything You Ever Wanted to Know about AIDS; The AIDS Crisis in the U.S.; Testing for the HIV Virus; Living with AIDS; and Taking Action: Educating Our Children about AIDS. Each chapter contains three to six readings. Each reading is prefaced by a prereading activity to heighten students' interest and encourage discussion. The types of reading selections include plays written by adult literacy and General Educational Development program (GED) students, science lessons, and stories. Some are accompanied by graphs, maps, and charts. Discussion questions, writing activities, and research activities that follow the reading selection are specifically designed for adult students preparing for the GED exam. Endnotes and 11-item bibliography are appended. (YLB)

ED 352 544 CE 062 714

Bober, Gail, Comp.
Deaf Adult Literacy Tutor Handbook--Revision (Final Report).
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.
PUB DATE- 92
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; Classroom Techniques; *Deafness; Illiteracy; *Literacy Education; *Reading Skills; Teaching Guides; Teaching Methods; *Tutoring; Tutors; Volunteers; *Writing Skills
IDENTIFIERS- 353 Project

This handbook is designed for individuals who tutor hearing impaired adults in literacy skills. It provides general information about a number of topics: adult learners; deaf adult learners; deaf awareness; deaf culture; communication tips; language, communication, and literacy for deaf adults; and teaching strategies. A 13-page report describes the project conducted to revise the handbook. In the handbook, several techniques for teaching reading are described: language experience approach; directed, reading-thinking activity (DRTA); skim, predict, question, read (SPQR); reading aloud; pleasure reading; storytelling; modeling the decoding process; obtaining information from written material; using context clues; vocabulary building; phonics and word patterns; retelling; reading conferences; minilessons; mapping/semantic webs; and workbooks. A list of reading characteristics of learners is provided. The following techniques for teaching writing are discussed: the writing process; the teacher as a "model" writer; group writing; language experience approach;

Burkhart, Jennifer
Problem Solving. Workplace Education Program Curriculum.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- Jan 93
NOTE- 65p.; For related documents, see CE 062 757-761.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Adult Students; Basic Skills; Community Colleges; Computer Assisted Instruction; *Computer Literacy; Cooperative Programs; *Education Work Relationship; Employment Potential; Institutional Cooperation; Interpersonal Competence; Job Skills; *Learning Activities; Lesson Plans; *Literacy Education; Postsecondary Education; *Problem Solving; School Business Relationship; Teaching Methods; *Teamwork; Two Year Colleges
IDENTIFIERS- Arapahoe Community College CO; *Workplace Literacy

The BUILD Program (Businesses United to Increase Literacy Development) was conducted from June 1991 through December 1992 as a cooperative workplace literacy program joining Arapahoe Community College and four companies in Littleton, Colorado. This document consists of three modules for the problem-solving and computer learning systems classes of the program. The first module contains three lessons on problem-solving team meetings that cover putting a problem-solving meeting together, solving problems, and conducting the meeting. The second module demonstrates a successful model of problem solving in the workplace. Its five lessons cover the following: identifying the problem, researching, analyzing the problem, selecting and planning a solution, and presentation of the solution. The seven lessons of the third module on computer learning systems are on the following topics: computer hardware and software, the keyboard, start up and shut down, computer games, learning styles, and the keyboard tutor. Lessons include an objective, required materials, allotted time, outlines of activities with instructor's notes, and appendixes containing handouts or transparency masters and student worksheets. (KC)

ED 352 562 CE 062 761

Burkhart, Jennifer; Sullivan, Mark
Reading and Language. Workplace Education Program Curriculum.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- Jan 93
NOTE- 75p.; For related documents, see CE 062 757-760.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Adult Students; Basic Skills; Community Colleges; Cooperative Programs; *Education Work Relationship; Employment Potential; *English (Second Language); Institutional Cooperation; Job Skills; *Language Acquisition; Learning Activities; Lesson Plans; *Literacy Education; Postsecondary Education; *Reading Instruction; School Business Relationship; Second Language Instruction; Teaching Methods; Two Year Colleges
IDENTIFIERS- Arapahoe Community College CO; *Workplace Literacy

The BUILD Program (Businesses United to Increase Literacy Development) was conducted from June 1991 through December 1992

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Attitudes; *Crime; Criminal Law; *Criminals; Fear; Incidence; State Surveys; Victims of Crime
IDENTIFIERS- *Tennessee

Tennesseans were surveyed concerning criminal justice issues. The survey contained questions concerning punishment of criminals, fear of crime, effectiveness of the criminal justice system, history as a victim of crime, and public attitudes on several criminal justice issues, juvenile issues, and child abuse issues. The sample was randomly generated from the Tennessee Department of Safety's driver license database. A similar survey was conducted 10 years ago and a comparison of both surveys is included in this report. The survey was mailed to 2,434 Tennesseans. A total of 943 persons responded to the survey. Most of the respondents were white. Findings of the survey include: (1) most respondents (72%) believe everyone released from prison should be supervised; (2) 74% believe offenders should serve their entire sentence before release; (3) over half of the respondents were afraid to walk in an area within one mile of their home alone at night; (4) 32% of the respondents were victims of some crime during 1991; (5) 80% reported being a victim of a crime during their lifetime; (6) 83% thought public intoxication should be against the law; (7) 13% of the respondents had been victims of child abuse; and (8) 65% of the respondents were unaware that child care providers must be screened for prior child abuse convictions. (Results of the survey are presented in tables in the categories of punishment; fear of crime; how well is the criminal justice system working; crime events; public attitudes; juvenile issues; and child abuse issues.) (ABL)

ED 352 582 CG 024 687

Thomson, William A.; And Others
Aspirations of High School Seniors in Relation to Health Professions Career Objectives: A Career Development Counseling Perspective.
PUB DATE- 30 Jan 92
NOTE- 25p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Houston, TX, January 30-February 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Asian Americans; Black Students; Career Counseling; *Career Planning; *Health Occupations; High Schools; *High School Seniors; Hispanic Americans; Magnet Schools; *Minority Groups; *Occupational Aspiration; Student Attitudes
IDENTIFIERS- African Americans; Hispanic American Students

One important aspect of contemporary career counseling involves the potential for career counselors to help redress the serious and avoidable underrepresentation of minorities within the health professions. This study explored career-related perceptions of the minority seniors at two high schools for the health professions located in two disparate areas of Texas. Nonminority seniors (N=202) from an urban high school and from a magnet high school in the "valley" of Texas with a disproportionately higher Hispanic population were included in the study. The study instrument asked about current career goals; career choice changes; influences on career decisions; educational goals; career choice satisfaction; and perceived published for teachers, parents, and others interested in current education themes) offers a brief overview of Reading Recovery, an early intervention program to help low-achieving 6-year-olds learn to read. The information sheet discusses what Reading Recovery is, what its components are, the special features of the program, its results, why it works, where the program has shown results, and where more information can be obtained. (SR)

ED 352 602 CS 011 098

Thomson, Brenda; Miller, Lynn D.
Pilot Study of the Effectiveness of a Direct Instructional Model as a Supplement to a Literature-Based Delivery Model; Traditional Teaching to Whole Language: A Focus on Instructional Routines.
PUB DATE- 91
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Grade 1; *Instructional Effectiveness; *Instructional Innovation; *Phonics; Primary Education; *Reading Instruction; *Teacher Behavior; Teacher Characteristics; *Whole Language Approach
IDENTIFIERS- Direct Instruction; Grounded Theory; Houghton Mifflin Student Progress Survey; Manatee County Public Schools FL

A study examined the effects on 80 first graders' reading achievement when direct instructional phonics is incorporated as a supplement to a whole language approach. Two first-grade classrooms used the Houghton-Mifflin Integrated Literature Program, and two other classrooms supplemented the program with direct phonics instruction. Subjects completed a school readiness inventory and word recognition and fluency pretests, and were given posttests on word recognition, fluency, and the Houghton-Mifflin Student Progress Survey. Results indicated that the direct instruction group: (1) did significantly poorer in the school readiness inventory; yet (2) scored as well on the word recognition and fluency posttests as the other group; and (3) scored higher on the student survey. A second study of teaching and learning of reading in seven upper elementary reading resource rooms was conducted using the premises of grounded theory research. One finding of the study is relevant to a possible explanation of teachers' willingness to consider new instructional ideas: an underlying routine seemed to bind together the more obvious routines into stable interlocking networks. Traditional teachers who resist a whole language orientation often raise concerns associated with routines. In order "to do" whole language, a traditional teacher must relinquish the notion that a transition to a whole language orientation simply means a change of materials and the inclusion of a few new procedures. For major changes to occur efficiently teachers need to appreciate that change in one routine may strongly impact others. (RS)

ED 352 603 CS 011 099

Slaughter, Judith Pollard
Beyond Storybooks: Young Children and the Shared Book Experience.
PUB DATE- 93
NOTE- 175p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.

acknowledging their skills and talents. Findings suggest that the journals consisted of student entries and professor feedback, as opposed to establishing a forum for equal parties to engage in a meaningful and reciprocal dialogue. (One table of data is included.) (RS)

ED 352 622 CS 011 118

Rafferty, Cathleen D.
What Will It Take To Ensure Implementation? A Content Literacy Dilemma.
PUB DATE- 2 Dec 92
NOTE- 25p.; Paper presented at the Annual Meeting of the National Reading Conference (42nd, San Antonio, TX, December 2-5, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Content Area Reading; Higher Education; *Learning Strategies; *Literacy; Preservice Teacher Education; *Student Teachers; Teacher Education Curriculum; *Teacher Effectiveness; *Teaching Styles
IDENTIFIERS- *Content Area Teaching

A study attempted to determine a variety of facilitating and militating elements that influence Content Area Literacy/Learning Teaching Strategies (CAL/LTS) implementation. It investigated the impact of various contextual or ecological features embedded within the student teaching experience on student teachers' ability to implement various strategies. Five student teachers who had taken the author's Content Reading Class were interviewed at different times during the semester and their responses were analyzed to categorize their predominant supervisory styles using J. A. Zahorik's university supervision types (1988). Results indicated that unless preservice teachers see for themselves that attention to content literacy helps improve students' subject matter learning, they cannot fully accept the need for such instruction. Results showed that student teachers needed additional support, either via nudge or overt expectations, to actually apply what they had learned. (Thirty-seven references, two appendixes containing biographical sketches of student teacher participants and a checklist of CAL/LTS strategies, and one figure are attached.) (PRA)

ED 352 623 CS 011 120

Gipe, Joan P.; And Others
Literacy Development of Urban At-Risk Children through Literature-based Reading/Language Arts Instruction.
PUB DATE- Dec 92
NOTE- 7p.; Paper presented at the Annual Meeting of the National Reading Conference (42nd, San Antonio, TX, December 2-5, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Elementary Education; Higher Education; *High Risk Students; Junior High Schools; *Literacy; Longitudinal Studies; Reading Attitudes; Reading Instruction; Reading Research; Small Group Instruction; Student Attitudes; *Student Development; Urban Education; Whole Language Approach; Writing Attitudes

A longitudinal study described the language and literacy abilities of urban at-risk children at several points over a 3-

help students learn more and earn better grades. Some study habits that relate to study efficiency are: selecting ideal study time; adjusting surroundings; length of time for each study session; the way to go about reading; and the way students take notes. Probably the single most important technique is to study and review at regular and frequent intervals. As students continue their education, one of the most important activities that must occupy their time is silent reading. To take good notes, a student should be aware of and consciously practice some fundamental principles: focus attention on the lecturer; make notes brief; learn to be exact; and listen for learning. In preparing for exams, students should not "cram," but should: practice the kind of thinking they will be doing during the test; space their reviews; and review tests that have been returned to them. In taking exams, students should: be on time; read test instructions carefully; budget their time; and do the easier questions first. In the final analysis, study results depend on how well, not how long, students study. (RS)

ED 352 643 CS 213 548

Jackson, Nancy Beth
Potential Physical Disabilities in Computerized Journalism Education.
PUB DATE- Aug 92
NOTE- 14p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (75th, Montreal, Quebec, Canada, August 5-8, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computers; Higher Education; *Injuries; *Journalism Education; *Physical Disabilities; Student Problems; Technological Advancement
IDENTIFIERS- *Carpal Tunnel Syndrome; *Repetitive Strain Injuries

Computers, depending on how they are used, can be both a boon and a menace to health and performance. With the increasing presence of computers on campus, journalism educators must make sure they are not creating a new class of disabled persons among their students and disabling themselves in the process. Journalism schools across the United States are increasingly equipped with computer technology, with more and more tasks carried out via computer. Experience in professional newsrooms, first in Australia in the 1980s, and then in the United States, shows that rapid computerization was followed by an epidemic of repetitive strain injuries. Schools or departments of journalism have felt immune to the epidemic, reasoning that neither students nor professors spend as much time at computers as do working journalists. However, evidence from several journalism schools (such as Columbia and the University of Florida) indicates that the problem is developing, that nobody talks about it much, and that ergonomics (human engineering for the workplace) belongs in the classroom. Some universities have attempted to prevent cases of repetitive strain injury by equipping computer labs with ergonomically correct workstations and chairs, but sometimes funding for computers is easier to come by than funding for furniture. Both students and working professionals worry about future job discrimination because of past medical history. (Twenty notes are included.) (SR)

ED 352 644 CS 213 556

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Educational Objectives; Education Work Relationship; Elementary Secondary Education; Ethnography; *Literature Appreciation; Outcomes of Education; *Rural Education; *School Community Relationship; School Role; *Social Environment
IDENTIFIERS- Educational Issues

Drawing upon arguments from the sociology of work and from debates about literacy, this paper explores the connection between schooling, work, and language through an ethnographic analysis of school and community in a rural, northeastern United States setting. The paper presents evidence of a disjunction between schooling and adult work and between schooling and experiences with literature, challenging the school's self-understood mission. The paper concludes that educators should stop assuming that schooling leads to adult work and should recognize and cultivate student self-direction. (Fifty-nine references are attached.) (Author/RS)

ED 352 664 CS 213 626

Sockwell, Recardo V.
Evaluation of Computer-Assisted Instruction in Primary Grade Classrooms at the Charlotte-Mecklenburg Schools.
PUB DATE- 92
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Assisted Instruction; *Instructional Effectiveness; Primary Education; Writing Achievement; Writing Evaluation; *Writing Instruction; Writing Research
IDENTIFIERS- Charlotte Mecklenburg Public Schools NC; Writing to Read Program

A study determined the effectiveness of two computer-assisted programs for writing/language instruction. Three first-grade classes and three second-grade classes at each of five Charlotte-Mecklenburg schools (CMS) were selected for the study. Two schools were using Write to Read for the first time, two schools were using Acceleration Station 2000 for the first time, and one school used no special intervention. Data included teacher descriptions of their instructional programs, perceptions of teachers on the strengths and weaknesses of each program, and achievement in writing for students in different programs. Results indicated that neither type of assessment (teacher ratings and Area Writing Instructor ratings) consistently showed statistically significant differences in achievement based on program. Recommendations are that the Charlotte-Mecklenburg schools: (1) select the most economical writing program; (2) provide adequate training and support in the use of new instructional systems; (3) use consultants provided by companies representing new instructional programs; (4) establish contracts between the CMS Research Office and schools agreeing to participate in evaluations; and (5) monitor the use of the Writing to Read program, since the two schools had very different outcomes even after controlling for differences in their students. (Ten tables of data are included. Summary descriptions of instructional programs, a class profile form, the teacher survey, writing prompts, Area Writing Instructor rating scales for writing prompts, and the teacher assessment instrument for writing prompts are attached.) (RS)

NOTE- 31p.; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; *Debate; *Departments; Higher Education; *Interprofessional Relationship; *Persuasive Discourse; *Speech Communication

The social scientific research focus of major United States universities places the forensics programs at these institutions in a unique position. Three areas of tension between forensics and research based communication departments are as follows: research quality/utility, applicability of forensic training, and resource conflicts. Solutions to each tension area include more regularity and rigor in journals and conference paper selection procedures; an adoption of B. J. Logue's criteria, particularly focusing on more sophisticated methods and increasing generalizability through an expanded notion of forensic research; greater linking between communication research and forensics (both debate and individual events), which is viewed as an initial step to making forensics even more applicable to outside settings; and a recognition of the resource problem as more of a misperception than a substantive tension. A forensics program provides benefits for the communication department: it is an excellent recruiting tool, it serves as an outlet for community service and visibility, and it helps fund graduate study. (Twenty-nine references are attached.) (Author/SR)

ED 352 685 CS 508 016

Chen, Guo-Ming; And Others
Some Determinants of Conflict Dominance: A Comparative Study.
PUB DATE- Oct 92
NOTE- 31p.; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; Comparative Analysis; *Conflict; *Conflict Resolution; Cross Cultural Studies; *Cultural Differences; Graduate Students; Higher Education; *Interpersonal Communication
IDENTIFIERS- China; Communication Strategies; United States

A study investigated the conceptual and functional meanings of the concept of conflict from the perspectives of United States culture (a low-context culture) and Chinese culture (a high-context culture). Subjects, 50 American and 48 Chinese graduate students in a midsize northeastern university, were interviewed using a semi-structured format to identify differences and similarities among seven variables pertaining to choice of dominant style in the two groups. Results indicated that: (1) there were many areas where the two groups' definitions converged and overlapped; (2) unpleasant feeling is universal in a conflict situation for both groups; (3) both groups emphasized the importance of giving assistance to their counterparts in a conflict situation; (4) responses were clustered into three general categories--from the subject's perspective, from the perspective of the subject's counterpart, priority for economic criteria and management, national curricula and conflicts of goals, and assumptions about learning. The title of Andrew McPherson's paper is "Critical Reflections on the Howie Report." This is a critique of the report titled: "Upper Secondary Education in Scotland: Report of the Committee to Review Curriculum and Examinations in the Fifth and Sixth Years of Secondary Education in Scotland," published by the Scottish Office Education Department (1992). McPherson argues that the proposals in the Howie report are not only unnecessary, unworkable, and damaging, but also incomplete. The majority of the paper discusses the rights and wrongs of the Howie report but also says something about the history that Howie has overlooked, and reflects on some implications from this. (Contains 28 references.) (RR)

ED 352 705 EA 024 499

Van Dyke, Jon M.; Sakurai, Melvin M.
Checklists for Searches and Seizures in Public Schools. 1992 Edition.
PUB DATE- 92
NOTE- 192p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Guides; Administrator Responsibility; Check Lists; Constitutional Law; *Court Litigation; Definitions; Due Process; Elementary Secondary Education; Federal Courts; *Legal Responsibility; Police School Relationship; Privacy; *Public Schools; School Law; *Search and Seizure; State Courts; State Standards; *Student Rights
IDENTIFIERS- Fourth Amendment; New Jersey v TLO; Supreme Court

The Fourth Amendment protects an individual's justified expectations of privacy against unreasonable government intrusions; however, reasonable intrusions are allowed when legitimate governmental interests are served. This volume is intended to provide guidelines for school administrators on how to conduct searches and seizures in a manner consistent with the United States Constitution and state laws. The first section briefly discusses the relationships between individual privacy expectations, the reasonableness of government intrusions, and the protective principles of the Fourth Amendment. Sections 2 and 3 provide an understanding of what standards must be satisfied to make the search reasonable and lawful under the Fourth Amendment. Section 4 discusses search strategy, and scope and intensity limits. Section 5 delineates the requirements, purpose, and function of investigative stops to detain briefly and question a student. Section 6 details what actions are permitted upon discovering any sought-after items during a student search and section 7 provides information about the exclusion of illegally obtained evidence. Sections 8 and 9 briefly describe procedures for very serious infractions and civil liability for illegal searches or seizures. Section 10 contains a representative list of states' standards pertaining to school searches. Section 11 contains sample forms: the student search-and-seizure incident report form and the item identification tag. An alphabetical table of 282 cases lists the references cited in the sections. (MLF)

ED 352 706 EA 024 506

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Mar 85
NOTE- 133p.; Update of a version released in December 1984; see ED 253 963.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Research/Technical (143)
DESCRIPTORS- *Compliance (Legal); *Compulsory Education; Court Litigation; Elementary Secondary Education; Home Schooling; Private Education; Public Schools; *School Attendance Legislation; State Courts; *State Legislation; *State Standards

This paper explores some of the implications of compulsory education for public and private schools and for home schooling. Data were derived from interviews conducted with approximately 120 education leaders in 15 states and with state officials in all states and U.S. territories. Following the introduction, the first part reviews compulsory education laws and summarizes the state survey findings. The second part describes the problems of and possible alternatives to compulsory education laws in the public school system. The impact of such laws on private schools are discussed in the third part, which describes the state regulation of private schools and court challenges to those laws. Part 4 examines the current status of home schooling, relevant state policies, and litigation. Part 5 examines political considerations involved in changing a state's compulsory education laws, some of which include the free exercise of religion, the right to choose, accountability, maintaining the society, and the possible loss of state aid to public schools. The final part provides examples from selected states that redesigned their school attendance legislation. It is recommended that states keep compulsory education requirements at a minimum and achieve reforms through a public education program that entices student participation. Nine tables are included. Appendices contain suggested legislation for compulsory education, comments on the recommended language, and citations for related readings available from the Education Commission of the States. (Contains 20 references and 15 citations of selected cases.) (LMI)

ED 352 727 EA 024 536

School Choice. A Special Report with a Foreword by Ernest Boyer.
PUB DATE- 92
NOTE- 138p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Educational Vouchers; Elementary Secondary Education; *Equal Education; *Nontraditional Education; Private School Aid; Program Evaluation; *School Choice; School Districts; State Programs

Issues in the current school choice debate are addressed in the seven chapters of this report. Chapter 1 offers definitions of the various types of choice and a review of literature. Chapter 2 presents findings of interviews with 1,000 parents of children attending public schools, students, teachers, administrators, and state officers from 50 states. Although the data indicate that school choice, especially districtwide programs, can stimulate school renewal, choice alone is unlikely to renew the nation's schools. Chapter 3 describes three district choice programs cited as successful: those in

PUB DATE- 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Attention Deficit Disorders; Educational Diagnosis; Educational Legislation; Elementary Secondary Education; *Eligibility; *Federal Legislation; Handicap Identification; Incidence; *School Responsibility; Student Rights; Symptoms (Individual Disorders)
IDENTIFIERS- ERIC Digests; Individuals with Disabilities Education Act; Rehabilitation Act 1973 (Section 504)

This fact sheet notes the incidence of attention deficit disorder (ADD), factors involved in the disorder, and diagnostic methods. It discusses school responsibilities in providing appropriate educational services to students with ADD, emphasizing that the responsibility for meeting the educational needs of children with ADD rests with the entire educational system. It also describes the coverage for children with ADD under two Federal laws: the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, noting when eligibility for special education should be approached through each of the laws. (JDD)

ED 352 748 EC 301 678

Miller, Arnold; Eller-Miller, Eileen
A New Way with Autistic and Other Children with Pervasive Developmental Disorders.
SPONS. AGENCY- American Legion Child Welfare Foundation, Inc., Indianapolis, Ind.
PUB DATE- 92
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Autism; Behavior Problems; Child Development; *Cognitive Development; Cognitive Restructuring; *Communication (Thought Transfer); *Early Intervention; Educational Philosophy; Elementary Education; Evaluation Methods; Generalization; *Language Acquisition; Preschool Education; Special Schools; Student Evaluation; *Theories; Transfer of Training
IDENTIFIERS- *Language and Cognitive Development Center MA

This monograph describes the program of the Language and Cognitive Development Center (Massachusetts), which serves toddlers and school-aged children with autism or other pervasive developmental disorders (PDD). An introduction presents incidence figures, the program's philosophy, the program's approach to assessment, intervention with children having limited reality systems, approaches to generalization of training, dealing with behavior problems, and the program's unique approach to teaching language. Next, a discussion of cognitive-developmental systems theory examines child development in terms of the sign stage of development (0-18 months), formation and dynamics of reality systems during the sign stage, and the development of intention during the sign stage. Intervention is then considered, including the program's "Umwelt" approach to the evaluation of reality systems, correcting developmental dysfunctions, developing body schema, coping with surroundings, developing social contact, and developing communication and representation skills. The

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Agency Cooperation; *Career Education; Daily Living Skills; *Disabilities; *Education Work Relationship; Employer Attitudes; Employment; *Independent Living; Program Descriptions; Program Evaluation; Secondary Education; Supported Employment; *Transitional Programs; Vocational Education
IDENTIFIERS- *Nebraska

This report on transition services for students with disabilities in Nebraska schools begins with an outline of the development of transition programming as part of special education services, noting federal legislation in this area and the importance of intra-agency and inter-agency cooperative agreements. The role of career education in the transition process and the preparation of youth with disabilities for work and independent living are examined. Employers' views on students in transition and their preparation for employment are presented. The importance of independent daily living skills in successful transition is noted. The role of supported employment is also discussed. Transition mini-grant projects in Nebraska are described, and transition programs in large and small communities are compared. Results from evaluations of the outcomes of the transition process are explained, and recommendations on transition services are offered. An annotated bibliography of approximately 40 items is included, followed by a list of resource people who will provide technical assistance for transition planning and activities. (JDD)

ED 352 768 EC 301 698

Idaho Transition Report: A Comprehensive Analysis and Survey of Idaho's Current System of Transition Services for Students in Special Education.
PUB DATE- Oct 91
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Attitudes; Agency Cooperation; *Disabilities; *Educational Practices; *Education Work Relationship; Individualized Education Programs; Program Evaluation; Secondary Education; State Programs; State Surveys; Teacher Attitudes; *Transitional Programs
IDENTIFIERS- *Idaho

This report examines efforts in Idaho to provide transition information and planning to secondary students with disabilities and their families. It offers an ideal profile of best transition practices. It then reports on a survey of 247 teachers, 170 principals, and 105 special education directors/superintendents in Idaho. The survey examined: (1) school district participation in formal transition planning, use of a manual, teacher training in transition, maintaining relationships between academic and vocational programs, developing strategies with adult service agencies, and using interagency agreements; (2) integration of students' transition plans with Individual Education Programs; (3) participation of students, parents, and agency personnel in setting student goals; (4) current practices of each school district with respect to age-related time tables for invoking vocational emphasis, making available community-based instruction, performing learned skills in new environments, and providing disability-appropriate instruction; and (5) interacting with

The Indiana Deaf-Blind Project was designed to enhance and further develop coordinated direct services to children and youth with deaf-blindness for whom Indiana is not obligated to make available a free appropriate public education. These include children from birth through age 2 and 18 through 21. The work of the project was focused on: (1) identification, registration, and tracking of students with dual sensory impairments; (2) delivery of technical assistance to service providers and families; (3) maintenance of a resource materials center; (4) development of a network of parents and families; (5) development of policy guidelines with respect to the appropriate education of children and youth with deaf-blindness; and (6) dissemination of information about the project. Project activities also included development of a monograph featuring stories and articles about Indiana families, inservice training workshops, and a mentor teacher training project. This final report discusses project goals and objectives, accomplishments, outcomes, and future directions; provides samples of project products, including a project brochure, newsletter, and monograph; and supplies information for ordering a technology module and videotape. Appendixes contain workshop agendas and other program administration items. (JDD)

ED 352 788 EC 301 721

Lewis, Preston
Kentucky Department of Education Services for Deaf-Blind Children and Youth.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Sep 92
NOTE- 172p.; A part of the Deaf Blind Intervention Program. Some maps in the document have marginal print and may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Consultation Programs; *Deaf Blind; Early Intervention; Educational Methods; Elementary Secondary Education; High Schools; Infants; *Inservice Education; Mainstreaming; Needs Assessment; Preschool Education; State Programs; Teacher Education; *Technical Assistance; Toddlers; Transitional Programs; Young Adults
IDENTIFIERS- *Intervention Strategies; *Kentucky

The goal of the Kentucky Deaf-Blind Intervention Program was to provide training and technical assistance to improve the quality of special education and related services in integrated environments. The program worked with families and service providers for individuals ages birth through 21 who have dual sensory impairments, with special emphasis on individuals above and below mandatory school age. Specific objectives and activities involved: (1) identifying needs and representing the interests of individuals with dual sensory impairments in Kentucky; (2) providing local consultation to families and providers; (3) developing preservice and inservice training regarding dual sensory impairments as part of Kentucky's Comprehensive System of Personnel Development; (4) implementing training and services for young children under age 5, based on Kentucky's state plans under Public Law 99-457 (Parts B and H); and (5) institutionalizing coordination of transition through the Individual Transition Plan process and personal futures planning. This final report, focusing on Project Year 1991-92,

Language Development and Use among a Group of Bengali Pupils in Britain.
PUB DATE- Jul 92
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bengali; *Bilingualism; Case Studies; Classroom Observation Techniques; *English (Second Language); Foreign Countries; Grade 11; High Schools; High School Students; *Immigrants; Interviews; *Language Attitudes; Language Research; Language Role; Second Language Learning; Uncommonly Taught Languages
IDENTIFIERS- *Bangladesh; Great Britain

A study of 23 secondary school students in year 11 at a British comprehensive school investigated students' feelings about English and Bengali, their native language, their language learning history, how they had developed English language skills in a predominantly Bengali-speaking community, how they had maintained and developed their Bengali, and to what extent a switch to English was occurring. The school's and teachers' responses to their bilingualism in such a homogeneous cultural situation, and student's perceptions of these responses, were also explored. Research was carried out through classroom observation and interviews with 11 of the subjects. Results are reported in the form of excerpts from interviews, with accompanying narrative and conclusions. Implications for teacher education, classroom instruction, school language policy, and guidance are summarized. Appended materials include characteristics of four English language-learning stages, the transcript of a conversation with four students, and samples of student writing in English lessons. (MSE)

ED 352 808 FL 020 784

Aghbar, Ali-Asghar; Alam, Mohammed
Teaching the Writing Process through Full Dyadic Writing.
PUB DATE- Mar 92
NOTE- 19p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (26th, Vancouver, British Columbia, Canada, March 3-7, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Research; Classroom Techniques; College Students; Comparative Analysis; *Cooperative Learning; *English (Second Language); Freshman Composition; *Group Dynamics; Higher Education; Instructional Effectiveness; Interpersonal Communication; Language Research; Scores; Second Language Instruction; Student Projects; Teaching Methods; Videotape Recordings; *Writing Instruction; *Writing Processes
IDENTIFIERS- *Dyads; *Process Approach (Writing)

A study investigated the effectiveness of full dyadic writing as a technique for teaching writing to students of English as a Second Language (ESL). Subjects were 31 college students of diverse cultural backgrounds enrolled in ESL sections of freshman English. Each chose a partner with a different native language with whom to write two essays, the first and fifth of the course. For the first, three pairs volunteered to have the entire writing process videotaped for closer observation. Scores on the first dyadic essay were compared with the second essay of the course, written individually, and scores on the

18 references.) (LB)

ED 352 827 FL 020 856

National Target for South Asia Specialists. A Report.
PUB DATE- 92
NOTE- 78p.; Some tables may not reproduce legibly.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Area Studies; *Demand Occupations; Foreign Countries; International Studies; Knowledge Level; *Language Proficiency; *Non Western Civilization; *Occupational Information; Position Papers; *Second Language Learning; Trend Analysis; Uncommonly Taught Languages
IDENTIFIERS- *Asia (South)

The South Asia Panel of the National Council on Foreign Languages and International Studies reports on the need for specialists in the languages and cultures of Afghanistan, Bangladesh, India, Nepal, Pakistan, Sri Lanka, Bhutan, and the Maldives. Two categories of specialists are discussed: (1) individuals in government, mission, etc., in mission-oriented occupations, who spend a substantial portion of their professional time dealing with one or more of the countries in South Asia; and (2) "knowledge producers," largely academics who specialize in the countries of South Asia and who bring their knowledge to the attention of practitioners and the general public. This paper first describes types of jobs that require expertise about South Asia, and then considers the kinds of knowledge now being produced by American scholars. Types of competencies needed to create and sustain the knowledge required by U.S. national interest is specified. A long-term goal is recommended for a complement of fully trained language and area-competent people in various mission-oriented occupational roles. Short- and mid-term goals for language and area proficiency are also identified. Using language ability as a surrogate for these combined linguistic, social, and cultural skills, the Panel sets up four categories: maximum (Foreign Service Institute levels 4 and 5), high (Level 3), medium (level 2), and low (levels 1 and 0). For example, an agronomist doing village work would require maximum language and area skills. Difficulties with attrition in the field are addressed, and the need for a better overall correlation between specialist development and occupational placement is examined. Two appendixes provide charts describing the distribution of work by subdiscipline and geographic area. (Contains 13 tables.) (LB)

ED 352 828 FL 020 858

Barker, Chris, Ed.; Dowty, David, Ed.
SALT II: Proceedings from the Conference on Semantics and Linguistic Theory (2nd, Columbus, Ohio, May 1-3, 1992). Working Papers in Linguistics No. 40.
PUB DATE- Jul 92
NOTE- 435p.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adverbs; Arabic; *Grammar; Hindi; *Language Patterns; Language Research; *Linguistic Theory; Negative Forms (Language); Plurals; Pragmatics; *Semantics; Uncommonly Taught Languages
IDENTIFIERS- Anaphora; Ellipsis; Singular Forms (Grammar)

syllabus also focuses on written rather than spoken language, a transition needed by students at this stage. These notions of continuity and progression should be carried through the college language curriculum. The syllabus might be designed in three stages to correspond to a conventional 3-year language sequence in which students progress from organizational to discursive and, finally, argumentative texts. A functional-notional syllabus can also integrate academic German into the regular language instruction program. A bibliography of 65 entries is included, and a list of functions and general and specific notions appropriate for a university German course is appended. (MSE)

ED 352 847 FL 020 900

Fradd, Sandra H.
Collaboration in Schools Serving Students with Limited English Proficiency and Other Special Needs. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Attitude Change; Change Strategies; *Cooperative Planning; Educational Needs; Family School Relationship; *Limited English Speaking; Outreach Programs; Parent Teacher Cooperation; *Shared Resources and Services; *Special Needs Students
IDENTIFIERS- *Diversity (Student); ERIC Digests

The development of collaboration at the school level to meet the needs of students with limited English proficiency and other special needs is discussed in this digest. The following topics are covered: barriers to collaboration (e.g., funding, turf issues); changing perceptions of collaboration; ways to promote collaboration, especially the need for administrative support; collaboration among teachers (e.g., initiating formal collaboration across disciplines, the special expertise of bilingual, English-as-a-Second-Language, and special education teachers); cooperative planning (e.g., establishing meeting times and rapport, targeting students, determining discrepancies between student skills and teacher expectations); and collaboration with parents (e.g., the use of cultural events and activities, trained interpreters and translators, handbooks and written forms in the languages of the families represented in the school). It is concluded that in an era of decreasing resources and rapidly increasing student diversity, collaboration is an essential strategy for enhancing resource utilization and program cost effectiveness. Collaboration can also provide the means to meet the educational needs of many students in mainstream and special education settings. (Contains 13 references.) (LB)

ED 352 848 FL 800 533

Strohmeyer, Beatriz; McGrail, Loren
On FOCUS: Photographs and Writings by Students.
PUB DATE- 92
NOTE- 90p.; Some hand-written examples may not reproduce well.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020),Collected Works -

*Dropout Research; Higher Education; *School Holding Power; Student Attitudes; *Student Attrition; Student Reaction; Surveys; Urban Universities; Withdrawal (Education)
IDENTIFIERS- *Chicago Urban University IL

This paper presents a study designed to determine the reason first and post-first year students (N=61) chose to leave Chicago Urban University (CUU) prior to graduation. Data were sought from a random sample of 100 students via either a mailed or a telephone survey, with a 61% response rate. The 54-question interview/survey instrument examined the student's satisfaction with university/student services and the reason for leaving the school. Among the survey results were that over 90 percent of the respondents were content with the classroom experience and more than 80 percent were satisfied with tutoring, the library, bookstore services, the cultural programs, grading system, academic instruction, and campus security. Areas receiving the lowest satisfactory ratings included financial aid, faculty advisement, admission services, registration procedures, and faculty competence. Reasons for leaving the school centered on dissatisfaction with grades (41 percent), high tuition and fees (36 percent), family responsibilities (31 percent), insufficient financial aid (29 percent), and personal problems (27 percent). The study findings indicated that dissatisfaction and frustration with university programs and services may have been more the result of the student's personal difficulties, i.e. financial problems, family responsibilities, work, and academic unpreparedness than the university. It is noted that 87 percent of the responding students, however, intended to return to CUU at a future date. Contains nine references. (GLR)

ED 352 867 HE 025 884

Learn By DU-ing. What's Wrong with the Team Approach? One Class' Experience.
PUB DATE- 4 Mar 92
NOTE- 16p.; Paper presented at the National Conference on Successful College Teaching and Administration (16th, Orlando, FL, March 1-4, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Cooperative Learning; *Economics Education; Graduate Students; *Group Experience; Higher Education; Problem Solving; *Program Descriptions; Public Policy; Public Sector; *Student Attitudes; Teaching Methods; *Teamwork
IDENTIFIERS- *Drexel University PA

This paper describes one course offered in the Economics Department at the Drexel University (DU), Philadelphia, Pennsylvania, that uses directed learning and focuses on public sector problems. As the opening notes, the course is titled "Learn by DU-ing" ("DU" is a reference to Drexel University) and offers a menu of approximately 17 integrated private and public problems and policy issues. The course combines classroom lectures with real world applications. Students work in inter-disciplinary and multi-disciplinary teams consisting of undergraduates and graduates. This paper describes an "in class" experience specifically involving the learning format of project groups and teams. In the first of three main sections the reasons for examining the group effort in class work are discussed, namely that real situations provide the only

Preparation; Community Colleges; Educational Policy; Higher Education; High Schools; High School Students; Private Colleges; Public Colleges; *Required Courses; Student Placement; Undergraduate Study
IDENTIFIERS- *Missouri

This report presents the current Advanced Placement policies of 51 Missouri public and private, 2- and 4-year colleges and universities. It is noted that students taking Advanced Placement courses develop high academic expectations and increased satisfaction from challenging coursework. In addition, the completion of Advanced Placement courses inspires a sense of achievement and sets a challenging standard for excellence in teaching and learning in the high schools where they are offered. These courses are one way for strengthening students' preparation for college as well as for the demands placed upon high school graduates who enter the work force directly out of high school. The report presents each school's specific Advanced Placement Course policy, the scores required, the hours granted, and the institutional courses satisfied by advanced placement. Also included are a contact name and phone number for each school. (GLR)

ED 352 886 HE 026 086

Shaping the Future: Critical Choices on the Road to Excellence. A Background Paper Prepared for the Task Force on Critical Choices for Higher Education.
PUB DATE- Mar 92
NOTE- 118p.; For a related document, see HE 026 084.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; College Administration; *Educational Objectives; *Educational Planning; Educational Policy; Fees; *Financial Policy; Financial Support; *Governance; Graduate Study; Higher Education; *Institutional Mission; Long Range Planning; Needs Assessment; Research; State Aid; Tuition
IDENTIFIERS- *Missouri

This briefing document provides background information regarding critical statewide (Missouri) issues in higher education. Following a general discussion of Missouri's educational needs and some possible goals for the system of higher education, the paper focuses on three themes: (1) institutional missions; (2) funding policies; and (3) governance. Each general topic is divided into sections that discuss specific issues, followed, at the end of each section, by several focus questions which need to be answered in order to facilitate the subsequent formulation of appropriate public policies necessary to achieve state objectives. The discussion on institutional mission examines teacher education, graduate education and research, fiscal efficiency, and public accountability. The discussion of funding policies considers tuition and fees and state appropriations. The discussion of governance focuses on the legal structure of higher education in Missouri, effective statewide coordination, and financial constraints. A summary list of the focus questions for each section is provided in the last of seven appendices. Other appendices provide: a list of the National Education Goals; Guidelines for a Statewide Core High School Curriculum Requirement; the National Collegiate Athletic Association 1990-91 NCAA Manual; Recommendations on the Recruitment of Missouri's Future Teachers Coordinating Board for Higher Education, April 26, 1991; and the Coordinating Board for Higher Education Statewide Higher image. (Contains 23 references.) (JB)

ED 352 904 HE 026 104

Colbeck, Carol
Extrinsic Rewards and Intrinsic Interest: The Influence of Tenure on Faculty Preference for Teaching or Research. ASHE Annual Meeting Paper.
PUB DATE- 1 Nov 92
NOTE- 37p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Minneapolis, MN, October 28-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Faculty College Relationship; Faculty Evaluation; *Faculty Promotion; Higher Education; Instruction; *Interests; *Motivation; National Surveys; Research; *Rewards; Teacher Attitudes; Tenure; *Tenured Faculty
IDENTIFIERS- *ASHE Annual Meeting

This study examined how the awarding of tenure affects senior professors' interests in teaching and research and whether effects are uniformly negative, positive or different depending on the task. A conceptual model was used that involved intrinsic interest and extrinsic rewards, work context, and individual background variables. Data were taken from the 1989 Survey Among College and University Faculty, a total sample of 5,450 faculty from 306 two-year and four-year American colleges and universities. The results of the study show that even after they have attained tenure themselves, faculty perceptions of which tasks are rewarded by tenure continue to influence their intrinsic interest in their professorial tasks. Moreover, the positive influence of tenure has approximately the same magnitude on tenured professors' primary interest in teaching as it does on their primary interest in research. To the extent that faculty perceive research is rewarded by the key gatekeeping academic reward of tenure, their preference for research over teaching increases. Similarly, to the extent that faculty perceive that teaching is rewarded in their departments by tenure, their preference for teaching increases rather than decreases. Professors' primary interests are strongly aligned with the missions of the institutions where they work. (Contains 36 references.) (JB)

ED 352 905 HE 026 105

Milam, John H., Jr.
The Emerging Paradigm of Afrocentric Research Methods. ASHE Annual Meeting Paper.
PUB DATE- 30 Oct 92
NOTE- 26p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Minneapolis, MN, October 28-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070), Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Blacks; Cultural Differences; Cultural Influences; Higher Education; *Research Methodology; *Social Science Research; Social Sciences
IDENTIFIERS- *Afrocentrism; Asante (Molefi K); *ASHE Annual

applied; (2) the potential of cognitive theory is most fully realized within the perspective of transfer of responsibility; (3) this perspective provides an overarching instructional framework that addresses needs implied by societal conditions and educational aims they warrant and within which multiple educational aims can be addressed; and (4) cognitive theory can help vocational educators clarify and strengthen their transfer of responsibility orientation to instruction. (Contains 133 references.) (YLB)

ED 352 453 CE 062 511

Kalman, Judy; Fraser, Kay Losey
Opportunities Lost and Lessons Learned: Inside a Workplace Literacy Program.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Nov 92
NOTE- 134p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Adult Learning; Adult Literacy; Adult Students; Dropout Prevention; Dropouts; Hospitals; Job Skills; *Literacy Education; Program Design; Program Development; *Program Implementation; *School Holding Power; Staff Development
IDENTIFIERS- *Workplace Literacy

This paper is a description of a union-sponsored workplace literacy program conducted in a large metropolitan hospital. The section following the introduction presents the research methodology, including data collection and data analysis procedures. The section entitled "The Making of a Workplace Literacy Program" looks at the planning stages of the program, including the selection of educational model, start-up, and shaping of the curriculum. The next section, titled "Teacher Talk," discusses the class organization and how the structure of lessons and interaction shaped participation, learning, and the type of literacy to which people were exposed. The fifth section, titled "Student Talk," discusses what student-driven learning looked like in this program, as opposed to teacher-driven interaction. "Dealing with the Issues" looks at issues of attendance and how certain assumptions about adult students, what they know, and what their interests are influenced retention. It also reexamines the educational model proposed for this workplace program in light of the preceding analysis. The final section addresses these lessons learned: the complexity of implementing a workplace literacy program; how the unique characteristics of a workplace influence program development and implementation; workers' diverse interests and goals; pedagogy as a main concern; and importance of staff training. (Appendixes include 68 references and some program forms.) (YLB)

ED 352 454 CE 062 512

Ramsey, Kimberly; Robyn, Abby
Preparing Adult Immigrants for Work: The Educational Response in Two Communities.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Nov 92
NOTE- 77p.
LANGUAGE- English

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; Adult Vocational Education; Educational Development; Educational Policy; Foreign Countries; Job Training; Public Policy; *Role of Education; *Social Change; Technological Advancement; *Unemployment
IDENTIFIERS- Austria; Belgium; *Europe; Germany; Iceland; Malta; Netherlands; Portugal; Rumania; United Kingdom; Yugoslavia

These conference proceedings consist of 15 presentations: "Trends in the Development of Vocational Adult Education" (Heinrich Wenidoppler); "Training Programmes for the Long-Term Unemployed in the Flemish Community in Belgium" (Frederik Geers); "New Technology and Non-Vocational Adult Education in Baden-Wurttemberg, Federal Republic of Germany" (Reinhild Otte); "Learning with Adults for Social Change" (Albert Pflueger); "The Way in Which Adult Education Can Contribute to Bridging the Intellectual and Emotional Gap between People" (Karl Kristjansson); "State-Sponsored Adult Education in Malta" (Peter Mayo); "Adult Education and Priority Social Groups" (Lara Said); "About Social Innovation: A New Policy" (Dorine Winkels, Gerdis Michielse-Oud); "Adult Education in Portugal--A Brief Outline of Adult Education: Structures, Projects, and Activities" (Luis Cardoso-Pereira); "Adult Education: New Requirements" (Emil Paun); "The REPLAN Programme" (Tony Uden); "Adult Education and Social Change with Special Reference to the Role of Adult Education in Reducing Unemployment" (Dusan Savicevic); "Adult Education and Long-Term Unemployment in Yugoslavia--A Case Study" (Miomir Despotovic); "Basic Adult Education and Employment" (Radomir Kulic); and "The Nordic Network in Adult Education" (Bente Wagnkilde). A participant list is appended. (YLB)

ED 352 472 CE 062 574

Black, Harry; And Others
The Dental Training Guide. An Evaluation.
PUB DATE- Nov 92
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; Apprenticeships; Competency Based Education; Curriculum Development; *Curriculum Guides; *Dental Schools; *Dentists; Foreign Countries; Instructional Material Evaluation; Internship Programs; Job Training; Postsecondary Education; Professional Education
IDENTIFIERS- *Scotland

An evaluation was conducted of the effectiveness of a Scottish training guide for vocational dentistry, which outlined a year's curriculum and was intended to structure the apprentice-like training experience. Methods included semistructured interviews with four developers, interviews with eight trainers and four trainees, and a survey of 63 trainers and 63 trainees (40 and 37 responses respectively). The study found that the guide was perceived as attractive and "user-friendly" by both trainees and trainers. However, it was perceived as peripheral to the training (despite the fact that it covered the content of the training year well). Recommendations included the following: (1) trainers should have access to the guide well in advance of receiving their trainees and also should receive instruction on the problems of establishing a structure for the

Students; Student Characteristics; *Student Motivation; *Vocational Education; *Vocational Education Teachers
IDENTIFIERS- *Marshall University WV

A study was conducted to determine the motivation for nontraditional students' participation in the off-campus credit programs leading to a master's degree in vocational-technical education at Marshall University (West Virginia). The population for this study consisted of all 319 vocational-technical education (VTE) master's degree recipients for the years 1982-1991 who participated in off-campus degree programs in VTE at the university. Data were collected through a mailed survey that used a Likert-like scale to rank six factors: social contact, social stimulation, professional advancement, community service, external expectations, and cognitive interest as motivators. A total of 175 usable responses (55 percent) was received after initial mailing and follow-up. The study showed that the 175 degree recipients (most of whom were white and 30-34 years of age when they participated in the program) were more influenced in enrolling for professional advancement and cognitive interest reasons; they were least likely to be enrolled for social contact, social stimulation, and external expectations. Women were more likely than men to be enrolled for professional advancement and cognitive interest. Respondents aged 50-54 were more inclined to enroll for professional advancement, cognitive interest, community service, and external expectations reasons. Based on the study, recommendations were made to increase enrollment of nonwhite persons in the off-campus credit programs, to make program planners aware of the importance of professional development in student motivation, and to use cognitive interest factors to provide direction in programming decisions. (Contains 10 references.) (KC)

ED 352 490 CE 062 630

Gordon, Howard R. D.
Comparison of the Motivational Orientations of Adult Education Graduates and Vocational Education Graduates in Off-Campus Credit Programs.
PUB DATE- 92
NOTE- 21p.; For related documents, see ED 348 488, ED 351 532, and CE 062 629.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Adult Educators; *Enrollment Influences; *External Degree Programs; *Graduate Students; Graduate Surveys; Higher Education; Inservice Teacher Education; Masters Programs; Nontraditional Students; Student Characteristics; *Student Motivation; *Vocational Education Teachers
IDENTIFIERS- *Marshall University WV

A comparison of the motivational orientations of adult and vocational education graduates was made to determine the motivation for nontraditional students' participation in the off-campus credit programs leading to a master's degree at Marshall University (West Virginia). The population for this study consisted of all 319 vocational-technical education (VTE) master's degree recipients and all 68 adult education (AE) master's degree recipients who participated in off-campus degree programs at the university. Data were collected through a mailed survey that used a Likert-like scale to rank six factors: social contact, social stimulation, professional advancement, community service, external expectations, and high school of the future identified the following important features: (1) a guaranteed set of learner outcomes closely linked to present and future life roles and responsibilities for all students; (2) learning applied to life situations, using authentic assessment; (3) multiple ways to learn; (4) integration of high-level academic education and modern vocational education for all; (5) partnerships with parents and families, business, industry and labor, community-based organizations, and other schools to diversify learning settings and to make learning up-to-date and meaningful; (6) a special learning signature that gives coherence and spirit to learning; (7) operation as a learning community that may require the subdivision of large schools into smaller units; (8) alignment and unification of all school components to achieve quality and efficiency; (9) an engaging learning environment that naturally leads to cooperative experiential learning; (10) staffing that encourages teamwork, attention to unique learning needs, and full use of educational talent and energy in the school and community; (11) extensive use of learning technology; (12) decision making consistent with overall aims, yet close to the problem at hand; and (13) costs that do not exceed current budget. (Among topics discussed in the document are the "design-down" process, learner outcomes, the learning process, the learning organization, decision-making, learning partnerships, staff and staff development, learning technology, and an archetype for a new facility, illustrated with architectural drawings.) (CML)

ED 352 508   CE 062 663

Copa, George H.; Pease, Virginia H.
New Designs for the Comprehensive High School. Volume I.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 121p.; For related documents, see CE 062 662-676.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Education; Cost Effectiveness; *Curriculum Design; *Educational Administration; Educational Change; Educational Environment; *Educational Facilities Design; *Educational Improvement; *Educational Innovation; Educational Technology; Educational Trends; Futures (of Society); *High Schools; Integrated Curriculum; Learning Processes; Program Content; Program Development; Relevance (Education); Secondary School Curriculum; Vocational Education

Intended to influence school districts that have the opportunity to build new schools, this document provides new designs for comprehensive high schools that would overcome the mismatch between school and life, the inequity of educational outcomes, and the lack of organizational effectiveness that plague many contemporary high schools. The designs were developed by teachers, administrators, support staff, state education office staff, teacher educators, and policy makers. Following an introduction, the document contains the following sections: Learning Signature; Learner Outcomes; Learning Process; Learning Oganization; Learning Decision Making; Learning Partnerships; Learning Staff; Learning Technology; Learning Environment; Learning Costs; a summary of unique contributions, lessons learned, and recommended next steps. A list of 81 references concludes this volume. (CML)

(141)
DESCRIPTORS- *Adult Basic Education; Counseling; *Crisis Intervention; Family Violence; *Mental Disorders; Mental Health; Policy Formation; *Program Implementation; *Staff Development; Substance Abuse; *Workshops
IDENTIFIERS- 353 Project

A project was conducted to provide adult basic education (ABE) personnel with a better understanding of the special needs of clients suffering from mental health problems and to provide information that will help them to develop agency policies and procedures for this type of client. During the project, four workshops were organized and delivered, and a detailed final report and training outlines of the workshop content were developed. Workshop topics were crisis situations and suicide threats and attempts, issues in mental health, substance abuse, and violence. Approximately 125 ABE instructors and employment and training staff members involved with ABE clients were served through the workshops. (This report contains the training outlines of the four workshops, including agendas and information sheets on the four topics, recruitment information, workshop evaluation, and agency crisis policy.) (Author/KC)

ED 352 526 CE 062 686

Molek, Carol; Woodruff, Barbara
Everyday Basic Skills. Final Report and Product.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.
PUB DATE- 30 Jun 92
NOTE- 361p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Basic Skills; Coping; Course Content; *Curriculum Development; *Daily Living Skills; Employment Potential; Interpersonal Competence; Job Skills; *Learning Activities; Literacy Education; Mathematics Instruction; Parenting Skills; *Program Implementation; *Skill Development
IDENTIFIERS- 353 Project

This document describes a project conducted to develop and use a curriculum of basic skills as applied to life coping areas. The target group were students of adult basic education (ABE) who lacked basic survival skills. Within the project year, 27 students participated in the program with the curriculum that was created. The document consists of the final report of the project, an introduction to the curriculum and a bibliography of books related to each of the Everyday Basic Skills Modules. The seven modules cover the following topics: everyday basic skills, everyday mathematics, everyday English, social skills reasoning skills, employability skills, and life skills and parenting. Modules include the following: learning activities; information sheets; self-assessment questionnaires; teaching strategies and techniques keyed to skills, assessment, and materials needed, and references. (KC)

ED 352 527 CE 062 687

Forlizzi, Lori
Exploring the Comprehension Skills and Strategies of ABE Students. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.

journals; writing to communicate; writing to inform; writing to entertain; writing to persuade; minilessons; writing conferences; spelling dictionaries or word boxes; writing portfolios; and use of videotapes. A list of writing characteristics of learners is provided. Other contents include information on computer technology and tutor characteristics and responsibilities. Appendixes include 13 references, tutor job description, and volunteer application and log sheet. A report describing the project that revised the tutor training handbook is attached. (YLB)

ED 352 545 CE 062 715

Silent No More: Voices of Multi-Cultural and Working Class Peoples in Modern America. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.
PUB DATE- 30 Jun 92
NOTE- 160p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; *Curriculum Development; Learning Activities; *Low Income Groups; *Minority Groups; *Multicultural Education; Oral History; Student Developed Materials; Student Participation; *United States History
IDENTIFIERS- 353 Project

A multicultural history curriculum for adult basic education students was developed that focused on struggles and achievements of minority and low-income people in post-World War I eras. A curriculum developer located historical texts and primary sources on crucial events in the post-World War I period and the contributions of low-income and minority people. This information was synthesized into narratives that described eight historical events or eras. Teachers in eight classes assigned writing topics on these events to their students. Students were interviewed to obtain oral histories. The narratives, student writings, and oral histories were edited, revised, and organized into eight chapters. Reading comprehension and writing exercises and activities were created to accompany each chapter. Teachers and adult learners who participated in the field testing of the manual had positive reactions. (The eight-page report is followed by the curriculum manual, "Lessons from Our Past: A Multi-Cultural Approach to Recent American History." A section of notes for teachers includes suggestions for incorporating the history of low-income and minority people into the traditional history curriculum and lists additional resources. The eight chapters cover World War I, the 1920s, the Great Depression, migration and immigration, World War II, the Civil Rights Movement, the Vietnam War, and the women's movement. Each chapter contains narratives, student writings, oral histories, exercises, and activities. Appendixes include maps, answer keys, and end notes.) (YLB)

ED 352 546 CE 062 717

Chamberlain, Stancie, Ed.
TACSCE Research Annual, 1992.
PUB DATE- 92
NOTE- 57p.
LANGUAGE- English

as a cooperative workplace literacy program joining Arapahoe Community College and four companies in Littleton, Colorado. This document consists of two modules for the reading and language instruction classes of the program. The first module, by Jennifer Burkhart, contains the following 10 lessons: learning styles, using questions, patterns of organization in written material, logical fallacies, using exacting words, words and their symbols, following directions, writing detail-oriented instructions and sequencing, training directions, and review of reading and language competencies. Lessons include an objective, required materials, allotted time, outlines of activities with instructor's notes, appendixes containing handouts or transparency masters, and individual student activities. The second module, by Mark Sullivan, contains eight lessons for instruction in reading and language for English as a Second Language. Lessons are as follows: "get the picture," vocabulary builder, structure and pronouns, the diary, the period and the paragraph, the word exchange, and the memo exchange. Lesson plans include an objective, required materials, time allotted, and activities. Worksheets are provided in an appendix. (KC)

ED 352 563   CE 062 766

Conditions Enhancing Self-Directed Learning in the Workplace. A Report to the Participants.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 20 Jul 92
NOTE- 12p.; Appendix A (participant list) is not included.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Learning; Adults; Educational Environment; *Educational Responsibility; *Education Work Relationship; *Independent Study; Innovation; Institutional Environment; Organizational Climate; Organizational Development; *Quality of Working Life; Role of Education; *Student Responsibility; *Work Environment

The appreciative inquiry process was used to identify conditions enhancing self-directed learning. Participants in the project did the following: (1) used the five-step process to identify factors/conditions/forces that seemed to cause self-directed learning to occur; (2) created a matrix by combining the factors/conditions/forces with six variables (purpose, structure, relationships, rewards, leadership, and helpful mechanisms); (3) identified for each cell statements of behaviors that their organizations had undertaken with positive outcomes for learning; (4) wrote a single statement of behavior for each cell that captured the essence of the multiple statements; and (5) consisted whether their organizations do and should do the behavior. The conditions identified were as follows: (1) continuous improvement adopted as an organizational strategy; (2) involving individuals by letting them know how their actions contribute to the organization's goals and that their input is valued; (3) rewards and support for individuals who take responsibility for their own learning; (4) values underlying the organization's structure and purpose that are in harmony with individuals' values; (5) managers who set an example by learning; (6) valuing differences; (7) support for risk-taking; (8) effective communication systems that include a network of all stakeholders, flexible supportive structures and processes, and a supportive culture; (9) fostering collaboration in work and play; (10) encouraging obstacles to career objectives. The failure to isolate noteworthy differences involving the school sites suggests that the two schools function somewhat similarly as regards recruitment of students and the impacts of curricula. The failure to find gender differences is encouraging, as the result suggests that equity goals have been realized to at least some degree. African-Americans, relative to Hispanics and especially to Asians, were most motivated by financial rewards. The African-American students' feelings of less confidence about being able to obtain career objectives may be realistic, especially as regards health careers. A substantial number (39%) change their career goals while they are enrolled. Students change objectives because of perceived economic benefits, academic demands, or other influences. (ABL)

ED 352 583 CG 024 688

Nearine, Robert J.
Study of Studies on Effective Dropout Prevention Programs.
PUB DATE- 89
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Dropout Prevention; Dropout Research; *Elementary School Students; Elementary Secondary Education; Potential Dropouts; *Program Effectiveness; *Secondary School Students

Eleven studies on effective dropout prevention programs are excerpted in this paper. The studies were published from 1981-1989 and include conference papers, journal articles, school district reports, and evaluations. The studies are analyzed to determine who are the students who have dropped out of school and which dropout prevention programs really work. It is claimed that a review of the studies suggests: (1) there are no universally accepted descriptors for dropouts; (2) students leave school because of failure, irrelevancy, and alienation and that this may be exacerbated by pregnancy or other so-called "unacceptable behaviors"; and (3) the issue of effectiveness was not discussed in the studies although it seems obvious that a successful dropout prevention program should reduce dropping out behaviors. The paper concludes that the findings imply that programs designed to reduce dropout prone behavior will continue to be developed on the basis of common sense; long-term studies should be conducted given the supposition that connectiveness and the reduction of alienation will lead to school retention; short-term studies should be conducted to determine what kinds of programs students like, and the relevance of these programs to perceived district and student needs and objectives; and the issue of alienation and connectiveness for teachers and for students should be carefully examined. (ABL)

ED 352 584 CG 024 689

ICPAC Postsecondary Planner.
PUB DATE- 92
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *College Bound Students; College Choice; *College Preparation; Higher Education; High Schools; *High School Students; Noncollege Bound Students; Postsecondary Education;

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Beginning Reading; Early Childhood Education; Integrated Activities; *Reading Aloud to Others; Reading Materials; Teacher Role; *Teaching Methods; Young Children
IDENTIFIERS- *Big Books; Emergent Literacy; *Predictable Books; Shared Book Experience

Intended primarily for teachers and others who work with children from approximately three to eight years of age, this book suggests ways to make and introduce Big Book versions of well-loved predictable stories and describes how shared book experiences can lead to learning across the curriculum. The book presents teaching tips, book recommendations, ideas for classroom organization, complete descriptions of theme units, and suggestions for integrating shared book experiences in math, science, social studies, and throughout the literacy program. Chapters in the book are: (1) Why the Shared Book Experience?; (2) Getting Started; (3) Following Up; (4) The Writing Connection; (5) Across the Curriculum; and (6) Read-In Time. An appendix to the book presents an annotated bibliography of more than 100 predictable books, including all those mentioned in earlier chapters, and bibliographic listings of books containing stories from other lands and cultures, wordless books, and poetry collections and songbooks. (RS)

ED 352 604 CS 011 100

Leslie, Lauren; Cooper, Paula
Assessing the Predictive Validity of Prior Knowledge Assessment.
PUB DATE- Dec 92
NOTE- 16p.; Paper presented at the Annual Meeting of the National Reading Conference (42nd, San Antonio, TX, December 2-5, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; Correlation; Grade 6; Instructional Effectiveness; Intermediate Grades; *Prediction; *Predictive Validity; *Prior Learning; *Reading Comprehension; Reading Research
IDENTIFIERS- Expository Text; *Free Associations; Narrative Text

A study examined the predictive validity of two methods of prior knowledge assessment: free association and prediction. Subjects, 72 sixth graders from suburban public and private schools, were divided into four groups: standard free association; standard free association plus prediction; definitional free association; and definitional free association plus prediction. Subjects read two expository and two narrative texts, were asked to free associate and/or predict passage elements, retold the passage, and answered comprehension questions. Data from the 57 students whose comprehension was above 50% on at least one passage were subjected to multivariate analysis. Results indicated that: (1) although definitional instructions did not yield higher prior knowledge scores than free association instructions, the correlations between the knowledge scores and comprehension of narrative text for the two instructional groups were different; (2) in expository text, none of the correlations between responses to concepts and retelling or comprehension were significant in either instructional condition; (3) prediction of main ideas prior to reading was correlated with retelling and comprehension of expository text, but less so with narrative text; and (4) the number of correct main ideas year period; provided the children with small-group literature-based reading/language arts instruction; and compared these children's progress in literacy achievement to other similar groups. Participants in the study were university students enrolled in two methods courses, their two university instructors, and all 300 students in one urban elementary school (K-8) located in a large southeastern city. Data were gathered using both empirical and naturalistic, informal/observational measures. Baseline data gathered during the first month of the study indicated that the children were in much need of rich literary experiences, and that their attitudes towards reading and writing leaned toward the positive. Observation of the children during the first four months of instruction indicated improvements in children's literacy performance. Data gathered during the remainder of the 3-year study will allow a variety of research questions to be answered. (Two tables of base-line data are included.) (RS)

ED 352 624 CS 011 121

Moje, Elizabeth B.
Literacy in the Chemistry Classroom: An Ethnographic Study of Effective Teaching.
PUB DATE- Dec 92
NOTE- 15p.; Paper presented at the Annual Meeting of the National Reading Conference (42nd, San Antonio, TX, December 2-5, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Chemistry; Classroom Research; *Content Area Reading; *Content Area Writing; *Discussion (Teaching Technique); Ethnography; High Schools; Instructional Effectiveness; *Science Instruction; Secondary School Teachers; *Teacher Effectiveness

A study described, analyzed, and interpreted the ways an effective high school teacher used literacy activities (reading, writing, and discussion) to teach chemistry to first-year chemistry students. The teacher selected was considered effective by peers and students and professed to intentionally use literacy activities as a means of teaching content. The teacher taught in a rural, midwestern high school located outside a mid-size university town. Field notes from classroom observations were informed by teacher interviews, as well as interviews with key student informants. Results indicated that: (1) literacy activities both depended on and fostered students' abilities to organize materials, concepts, and thinking about chemistry; and (2) the atmosphere of organization and active involvement was developed through the teacher's use of multiple literacy activities. Findings suggest that effective teachers choose instructional activities that foster direct student involvement, and that effective teachers develop teaching strategies that best suit their individual classroom contexts. (Seventeen references are attached.) (RS)

ED 352 625 CS 011 122

Cooper, J. David
Literacy: Helping Children Construct Meaning. Second Edition.
PUB DATE- 93
NOTE- 636p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Marshall, Ian
The Greening of the Canon: Ecological Concerns in the American Literature Survey Course.
PUB DATE- Mar 92
NOTE- 13p.; Paper presented at the Annual Meeting of the College English Association (23rd, Pittsburgh, PA, March 27-29, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College English; *Ecology; *English Instruction; Higher Education; Literary Genres; *Literature Appreciation; *United States Literature
IDENTIFIERS- Literary Canon; *Nature Writing

It is time that English teachers bring the important work of ecologically informed literary criticism to their students. If English teachers feel that environmental issues are important, and that environmental writing merits the attention and study of all students, then the teachers need to bring the study of nature writing into literature survey courses. Several anthologies now make nature writing available to students. Canon-making predecessors through much of the twentieth century may have dismissed nature writing as somehow removed from the "real world." Another way to bring the literature of nature into the survey course is to start respecting--and teaching--the non-fictional literature of place that traditionally gets short shrift in English curricula. Environmentally-conscious revisions to the canon--and of teaching--lend themselves to both contemporary (especially feminist and post-structuralist) and traditional critical approaches. Introducing ecological concerns to the classroom does not require any radical shift in teachers' critical values or any great expertise in the natural sciences. The advantages of a "green" classroom are many: (1) if environmental issues are of vital importance, teaching literature that addresses those issues offers a chance to change the world; (2) the greening of classrooms can introduce students to a whole realm of writing that at present receives little scholarly attention; and (3) ecological approaches to literature can teach students valuable cultural lessons. (Sixteen references are attached.) (RS)

ED 352 645 CS 213 558

Vause, Mikel
Teaching Natural History in a Wilderness Setting.
PUB DATE- Mar 92
NOTE- 10p.; Paper presented at the Annual Meeting of the College English Association (Pittsburgh, PA, March 27-29, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adventure Education; *Course Content; Course Descriptions; *Experiential Learning; Higher Education; Instructional Innovation; Literature Appreciation; *Outdoor Activities; United States Literature
IDENTIFIERS- *Natural History; Nature Writing; *Wilderness

A college honors course called "A Field Study in American Literature and Philosophy" helps students develop foundations for an environmental philosophy, by introducing them to the literature of natural history and exploration, and more importantly, through actual participation in outdoor activities. The class spends at least four days and nights in

ED 352 665 CS 213 627

Schifferle, Judith
Word Skills: Ready-to-Use Writing Workshop Activities Kits. A Practical and Systematic Way To Build Basic Writing Skills and Teach the Entire Writing Process in Grades 4 through 8. Kit I.
PUB DATE- 85
NOTE- 72p.; For kits II-VI, see CS 213 628-632.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Intermediate Grades; Junior High Schools; Skill Development; *Vocabulary Development; *Vocabulary Skills; *Writing Instruction; Writing Processes; *Writing Skills; *Writing Workshops
IDENTIFIERS- *Process Approach (Writing)

This handbook is one of a set of six which provide a systematic means to help students in grades 4 through 8 learn the process of writing while building specific writing skills. The handbook focuses on word skills, and offers 30 reproducible lessons, in a variety of formats, to help students improve their use of vocabulary, different parts of speech, usage, and spelling. Each handbook also presents directions and reproducible management and evaluation aids for turning the classroom into a writing workshop (such as an editor's key, editing practice pages, an individual recordkeeping form, and a form to help students design their own writing activities). (SR)

ED 352 666 CS 213 628

Schifferle, Judith
Sentence Skills: Ready-to-Use Writing Workshop Activities Kits. A Practical and Systematic Way To Build Basic Writing Skills and Teach the Entire Writing Process in Grades 4 through 8. Kit II.
PUB DATE- 85
NOTE- 49p.; For kits I-VI, see CS 213 627-632.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Figurative Language; Intermediate Grades; Junior High Schools; *Sentences; Skill Development; *Writing Instruction; Writing Processes; *Writing Skills; *Writing Workshops
IDENTIFIERS- *Process Approach (Writing)

This handbook is one of a set of six which provide a systematic means to help students in grades 4 through 8 learn the process of writing while building specific writing skills. The handbook focuses on sentence skills, and offers 30 reproducible lessons, in a variety of formats, to help students write simple, compound, and complex sentences. The handbook also offers practice in using various figures of speech, including similes, metaphors, idioms, hyperbole, and alliteration. Each handbook also presents directions and reproducible management and evaluation aids for turning the classroom into a writing workshop (such as an editor's key, editing practice pages, an individual recordkeeping form, and a form to help students design their own writing activities). (SR) and from the perspectives of personal and group interests; (5) significant differences existed between American interviewees and Chinese interviewees on face, seniority, severity of conflict, and gender variables; and (6) there was a large degree of similarity of rank order between the two groups. Findings suggest general support for assumptions originating from the distinction of low-context versus high-context cultures. Findings also suggest the universal nature of perceptions and feelings shown in conflict situations. (Six tables of data are included; 50 references are attached.) (RS)

ED 352 686   CS 508 018

Rolls, Judith A.
Experiential Learning as an Adjunct to the Basic Course: Assessment of a Pedagogical Model.
PUB DATE- Oct 92
NOTE- 22p.; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Experiential Learning; Foreign Countries; Grading; Higher Education; *Introductory Courses; *Learning Laboratories; Program Effectiveness; *Speech Communication; Student Journals; Undergraduate Students
IDENTIFIERS- Canada; *University College of Cape Breton NS

A study described and assessed a working experiential learning model used since 1976 as an adjunct to the basic speech communication course at the University College of Cape Breton, Nova Scotia, Canada. In addition to class attendance, students in the basic course meet in a communication laboratory for one hour per week. The overall functioning of the model was evaluated by studying the day-to-day operation of the lab; surveying peer facilitator selection, training, and appraisal procedures; and examining experiential learning and student journal grading methods. Determining if students actually improved their mastery of speech communication was estimated by analyzing student journal entries and lab/facilitator evaluation forms. Results indicated that: (1) day-to-day operations of the lab function fairly smoothly; (2) limitations on funding and space seem to be an ongoing challenge; (3) hiring, training, and appraisal standards for peer facilitators have worked well; (4) because of the large number of students taking part in the lab, the lab coordinator is forced to share grading responsibilities with inexperienced peer facilitators; and (5) students find the lab encounter to be a useful one. Findings suggest that the model is effective in its delivery of experiential learning as an adjunct to the basic speech communication course. (RS)

ED 352 687   CS 508 019

Garmston, Robert J.; Wellman, Bruce M.
How To Make Presentations That Teach and Transform.
PUB DATE- 92
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

Poston, William K., Jr.; And Others
Making Schools Work: Practical Management of Support Operations. Successful Schools: Guidebooks to Effective Educational Leadership. Volume 7.
PUB DATE- 92
NOTE- 206p.; For volumes 1-6, see ED 351 802-807. For volumes 8-10, see EA 024 507-509.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Support; Delivery Systems; Educational Facilities Improvement; Educational Quality; Elementary Secondary Education; *Management Development; *School Administration; School Effectiveness; *School Supervision; *School Support; *Services

This book is designed to help the school administrator optimize support services for a successful school. Chapter 1 describes how to foster school quality through community and staff involvement. Chapter 2 shows how to schedule and configure the school for achievement, particularly for meeting the diverse needs of diverse students. The third chapter discusses how to operate successful ancillary services, including food service, transportation, risk management, office administration, and enterprise operations. How to select effective instructional materials is the topic of chapter 4, which suggests planning cycles, outlines selection criteria, defines task responsibilities, and describes evaluation techniques. Chapter 5 provides information on how to ensure a safe and orderly school environment. The sixth chapter offers suggestions for planning, improving, and maintaining school facilities, with a focus on improving facility plans, resources, and requirements for quality instruction. Ways to broaden computer technology functions for quality schools are discussed in chapter 7. The final chapter addresses school-based budgeting and illustrates how to manage resources for productivity. Sixteen tables and 34 figures are included. References accompany each chapter. (LMI)

ED 352 707 EA 024 507

Bailey, William J.
Power to the Schools: School Leader's Guidebook to Restructuring. Successful Schools: Guidebooks to Effective Educational Leadership. Volume 8.
PUB DATE- 92
NOTE- 154p.; For volumes 1-6, see ED 351 802-807. For volumes 7-10, see EA 024 506-509.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Strategies; *Decentralization; *Educational Change; Elementary Secondary Education; Leaders Guides; Management Development; Organizational Change; *Professional Development; *School Based Management; *School Restructuring
IDENTIFIERS- *Empowerment

This guidebook is designed to help educational leaders in the transformation necessary to restructure and empower schools. Chapter 1 outlines major structural problems of the current educational system. Chapter 2 explains specific management

East Harlem in New York City; Cambridge, Massachusetts; and Montclair, New Jersey. The fourth chapter examines the problems and successes experienced by various state choice programs. Statewide programs often fail to provide equal access, effective outreach, and fair funding. The Milwaukee program, the only publicly financed private-school choice plan, is described in chapter 5. A conclusion is that the program has failed to demonstrate that vouchers can, in and of themselves, spark school improvement. Chapter 6 proposes a search for common ground in the highly polarized choice debate. The final chapter advocates following the American tradition of focusing not just on the empowerment of individuals, but also on the building of community. Eleven tables, chapter endnotes, and an index are included. Appendices contain survey results and technical notes. (LMI)

ED 352 728 EA 024 537

Akin, Jeanne
When the Restructuring Bandwagon Reaches High School, Will Site Culture Bar the Door?
PUB DATE- 91
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *High Schools; Institutional Environment; Interprofessional Relationship; *Organizational Change; *Organizational Climate; *School Based Management; School Restructuring; Secondary School Teachers; *Teacher Administrator Relationship; *Teacher Influence

The relationship between school site culture and secondary school reform is examined in this paper, which focuses on high school teachers' impact on the implementation of school-based management. Traditional high school organization contains all the elements that stifle the development of a positive school culture: large staffs, academic isolation, self-actualized teachers, lack of a shared school mission, and student tracking systems. Because collaborative relationships among teachers determine the development of a positive school culture, teacher acceptance of restructuring is argued to be necessary for bridging the gap between planning and implementing restructuring. Administrators must operate on two assumptions: (1) secondary education must be restructured so that teachers manage curriculum and instruction at their sites; and (2) reform can occur only when teachers are ready to make it happen. Administrators must first understand their sites' social organizations and know how to change from a negative to a positive school culture. The greatest resistance may come from secondary teachers. The recommendation is made to supplement restructuring with comprehensive administrative inservice programs on the implications of staff culture. (Contains 10 references.) (LMI)

ED 352 729 EA 024 540

Flamm, Suzan R.; And Others
A System Like No Other: Fraud and Misconduct by New York City School Custodians.
PUB DATE- Nov 92
NOTE- 119p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.

integration of skills learned in the Center into the home environment is then explained. A final discussion answers questions concerning the curriculum for school-age nonverbal or limited verbal PDD children, examines determinants of child success, and offers evidence of the program's success (48 percent of Center children have returned to the public school mainstream for all or part of their classes). (Contains 53 references.) (DB)

ED 352 749 EC 301 679

Above and Beyond: Curriculum Resource Units for Gifted Education. Volume I. Elementary/Middle Schools.
PUB DATE- Aug 92
NOTE- 103p.; For Volume II, see EC 301 680.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academically Gifted; Activity Units; Curriculum Development; Elementary Education; *Enrichment Activities; Intermediate Grades; Learning Activities; Resources; Student Development; *Thematic Approach; Units of Study; Values
IDENTIFIERS- North Carolina

This book is a collection of 10 teacher-developed instructional units at the elementary/middle grade level which are compatible with the principles and theories of the North Carolina Curriculum Framework for Gifted Education. The units can be used in a variety of settings, are designed to develop basic competencies, and include specific strategies uniquely suited for academically gifted students. Presented for each unit are: an introduction; a list of student objectives; specific activities (divided into introductory, developmental, and culminating activities); evaluation suggestions; and resources. Units have the following themes: self expression, conflict/values, success, relationships, prejudice, self esteem, change, creativity, awareness, and traditions. (DB)

ED 352 750 EC 301 680

Above and Beyond: Curriculum Resource Units for Gifted Education. Volume II. High School.
PUB DATE- Aug 92
NOTE- 113p.; For Volume I, see EC 301 679.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academically Gifted; Activity Units; Curriculum Development; *Enrichment Activities; High Schools; Learning Activities; Resources; *Student Development; *Thematic Approach; Units of Study; Values
IDENTIFIERS- North Carolina

This book is a collection of 10 teacher-developed instructional units at the high school level which are compatible with the principles and theories of the North Carolina Curriculum Framework for Gifted Education. The units can be used in a variety of settings, are designed to develop basic competencies, and include specific strategies uniquely suited for academically gifted students. Presented for each unit are: an introduction; a list of student objectives; specific activities (divided into introductory, developmental, and culminating activities); evaluation suggestions; and resources. Units have the following themes: good and evil, relationships, community services and working environments, offering specialists to guide transition efforts, and doing follow-up to assess the impact of current transition practices. Seventeen recommendations are offered. Appendixes contain the survey form, a description of the Idaho Transition Project, description of a vocational personnel preparation grant, and description of the Interagency Working Group on Transition. (Contains approximately 50 references.) (JDD)

ED 352 769 EC 301 699

Winebrenner, Susan; Devlin, Barbara
Cluster Grouping Fact Sheet: How To Provide Full-Time Services for Gifted Students on Existing Budgets.
PUB DATE- Nov 91
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Class Organization; *Cluster Grouping; Educational Methods; Elementary Secondary Education; *Gifted; Grouping (Instructional Purposes); Group Structure; *Homogeneous Grouping; *Small Group Instruction

This fact sheet on cluster grouping of gifted students explains what cluster groups are, contrasts cluster grouping with tracking, offers a rationale for cluster grouping, outlines the special learning needs of gifted students, lists specific skills needed by cluster teachers, points out that cluster grouping should supplement rather than replace pull-out programs for gifted students, and examines the advantages and disadvantages of using the cluster grouping concept. The fact sheet concludes that the practice of cluster grouping represents a mindful way to ensure that gifted students continue to receive a quality education at the same time as schools work to improve learning opportunities for all their students. (JDD)

ED 352 770 EC 301 700

Position Statements of the Association for Retarded Citizens of the United States.
PUB DATE- 91
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Behavior Modification; *Civil Rights; Educational Opportunities; Elementary Secondary Education; Employment Opportunities; Family Programs; Mainstreaming; *Mental Retardation; Place of Residence; *Position Papers; Prevention; Private Agencies; Quality Control; Sexuality; Social Integration; *Voluntary Agencies
IDENTIFIERS- *Association for Retarded Citizens; Case Management; Self Advocacy

This compilation of position statements of the Association for Retarded Citizens (ARC) describes what the Association believes on critical issues related to rights, treatment, services, and programs for children and adults with mental retardation and their families. This publication contains positions that the Board of Directors of ARC of the United States agreed, in 1988, describes project accomplishments; project outcomes; problems, solutions, and additional needs; and products developed. Samples of several products are included, such as a project brochure, newsletters, directories, and a draft of a paper titled "Developing Programs for Students with Severe Handicaps Using Basic Skills in the Context of Age-Appropriate Priority Activities" by Melissa E. Hudson and Jennifer L. Leatherby. Appendixes contain project summaries and impact data for the two prior years of the project. (JDD)

ED 352 789 EC 301 722

Niemi, Christine; And Others
Alaska Services to Deaf-Blind Children and Youth. Final Performance Report, 10/1/89-9/30/92.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 18 Dec 92
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *Consultation Programs; Counseling Services; *Deaf Blind; Delivery Systems; Elementary Secondary Education; Evaluation; Incidence; Infants; Information Dissemination; *Inservice Education; Preschool Education; Program Development; Recordkeeping; State Programs; Statewide Planning; Student Evaluation; Teacher Education; *Technical Assistance; Toddlers; Transitional Programs; Young Adults
IDENTIFIERS- Alaska

This project was designed to provide technical assistance, transition services, coordination of services, participation in state planning activities, and dissemination of information to assure educational services for Alaska children and youth (birth through 21) with deaf-blindness. The goals, objectives, and activities of the project focused on: (1) ensuring appropriate educational, vocational, and related services for Alaskan children and youth with deaf-blindness through the availability of on-site technical assistance provided by project staff; (2) provision of comprehensive and appropriate assessments through monitoring, advocacy, and direct assistance by project staff; (3) increase in the availability of trained professional, paraprofessional, and ancillary personnel through on-site training sessions and a variety of distance delivery and statewide educational opportunities; (4) provision of consultative, training, and counseling services to families with children with deaf-blindness; and (5) the maintenance of an accurate record of the numbers of children and youth with deaf-blindness in Alaska. This final report specifies the end-of-project status of each objective, provides statistical data on the impact of the project, and includes copies of products developed and a library list of professional materials. (JDD)

ED 352 790 EC 301 723

Avondale Integrative Model (AIM).
PUB DATE- Dec 92
NOTE- 41p.; Paper presented at the Annual International Conference of the Council for Exceptional Children, Division for Early Childhood (Washington, DC, December 2-6, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

second dyadic essay were compared with individual scores of the fourth essay of the course. Students also recorded reactions to collaborative writing after each dyadic essay. Results indicate students performed better on the first dyadic essay than on the subsequent individual essay, but showed no gain in the second dyadic essay over the other individual assignment examined. The taped dyads showed very different dynamics of cooperation. Responses to the first dyadic assignment were overwhelmingly positive. Comments on the second dyadic assignment were more general and included more negative reactions. The technique is seen as useful for both teaching and research. (MSE)

ED 352 809 FL 020 785

Orellana, Marjorie Faulstich
Appropriating the Voice of the Superheroes: Three Pre-Schoolers' English Language Acquisition.
PUB DATE- Mar 92
NOTE- 27p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (26th, Vancouver, British Columbia, Canada, March 3-7, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingualism; *Child Language; *Code Switching (Language); *Cultural Influences; *English (Second Language); Family Environment; *Language Role; Learning Processes; Popular Culture; *Preschool Children; Preschool Education; Pretend Play; Second Language Learning; Spanish Speaking
IDENTIFIERS- *Superheroes

A study investigated the English language acquisition of three native Spanish-speaking children in a bilingual preschool, focusing on the spontaneous use of English when play-acting at being superhero figures from popular children's culture. The occurrence of this voice is contrasted with the children's use of Spanish for other types of play and for "asides" (stage directions) during the play-acting episodes. The power of this play to promote English is suggested by the children's comments. Factors in the home, school, and larger social context that appeared to promote the dichotomization of the children's voices into English speaking "self" and Spanish-speaking "other" are discussed, and implications for second language acquisition and bilingual development are considered. A 23-item bibliography is included. (MSE)

ED 352 810 FL 020 786

Bilingual Vocational Education: A Model Project of Catholic Charities of Richmond, Inc., Chesterfield County Public Schools, and Henrico County Public Schools. Dropout Prevention and Retrieval through Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 92
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bilingual Education Programs; Bilingual Teacher Aides; *Dropout Prevention; *English (Second Language); High Schools; High School Students; *Limited English Speaking; Program Effectiveness; *Vocational Education

Papers from the conference on semantics and linguistic theory include the following: "Definiteness, Existentials, and the 'List' Interpretation" (Barbara Abbott); "Strong and Weak Novelty and Familiarity" (Cleo Condoravdi); "The Singular-Plural Distinction in Hindi Generics" (Veneeta Srivastav Dayal);" Adverbial Quantification, Complex Conditionals, and Focus" (Kai von Fintel); "Focus and Ellipsis in Comparatives and Superlatives: A Case Study" (Jean Mark Gawron); "A Note on Interrogatives and Adverbs of Quantification" (Jeroen Groenendijk, Martin Stokhof); "On the Semantics and Pragmatics of 'dake' ('And Only')" (Yasunari Harada, Naohiko Noguchi); "VP (Verb Phrase) Ellipsis and Semantic Identity" (Daniel Hardt); "The Said and the Unsaid" (Laurence R. Horn); "Antecedent Contained Deletion in a Variable-Free Semantics" (Pauline Jacobson); "A Framework for Focus-Sensitive Quantification" (Manfred Krifka); "Expressing Negation" (William A. Ladusaw); "On the Interpretation of Three-Dimensional Syntactic Trees" (Friederike Moltmann); "Two Kinds of Indexicality" (Geoffrey Nunberg); "The Semantics of Number in Arabic" (Almerindo E. Ojeda); "Distributivity and Logical Form in the Emergence of Universal Quantification" (William Philip); "On Telescoping" (Massimo Poesio, Alessandro Zucchi); "'Or' and Anaphora" (Matthew D. Stone); "Intervention Effects, Monotonicity and Scope" (Henriette de Swart); and "Weak Islands, Individuals, and Scope" (Anna Szabolcsi). (MSE)

ED 352 829   FL 020 863

Arthur, Lore, Ed.; Hurd, Stella, Ed.
The Adult Language Learner. A Guide to Good Teaching Practice.
PUB DATE- 92
NOTE- 179p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - General (020)
DESCRIPTORS- *Adult Education; Classroom Techniques; Foreign Countries; Guidelines; *Instructional Effectiveness; Language Teachers; Language Tests; Linguistic Theory; *Second Language Instruction; *Second Language Learning; Teaching Methods
IDENTIFIERS- *Great Britain

Taking into account the British government's decision to include foreign language learning as a foundation subject in the National Curriculum for all school pupils ages 11-16, this guide examines approaches to second language learning for adults. Chapters include the following: (1) The Adult Language Learner (learning as an adult, recognizing learner needs, and facilitating learning); (2) Looking at Language (understanding learning, theories in language teaching, the communicative approach, and strategies); (3) Working Together (lesson planning, presenting new language items, developing receptive and productive skills, developing command of the language, and additional materials and alternative methods); (4) Extending the Professional Context (course design for special purposes, independent learning, testing language performance, and being a professional); and (5) A Suggested Approach (first lesson for beginners and suggestions for classroom activities). An organizational resource list of 26 entries is appended. (LB)

ED 352 830   FL 020 864

Harris, Vee

General (020)
DESCRIPTORS- *Adult Basic Education; *English (Second Language); Family Programs; *Literacy Education; Mothers; Neighborhoods; Parent Child Relationship; Personal Narratives; *Photographs; Poetry; Program Descriptions; Spanish; Student Attitudes; Student Developed Materials; *Student Writing Models
IDENTIFIERS- Family English Literacy

Project FOCUS is aimed at enhancing literacy education for non-native speakers of English through the use of photography. It was offered as an elective course within a family literacy program for Hispanic adults. This collection of writings and photographs originated in the program. The collection begins with an overview of Project FOCUS, personal notes on some of the participants, and information about the varied activities of the class. Subsequent sections contain student poetry, narratives, essays, and photographs. The writings are in either English or Spanish. Section topics include the following: "Quien soy yo?/Who Am I?" language experience stories; "La ninez y la familia/Childhood and Family"; "Mothers Are Teachers"; "Soltando las riendas/Letting Go"; "The Neighborhood/El vecindario"; and "In My Opinion." (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 352 849 FL 800 534

Garreton, Rodrigo; Terdy, Dennis
Correlation Study of Adult English as a Second Language (ESL) and Adult Basic Education (ABE) Reading Tests. Final Report.
SPONS. AGENCY- Department of Education, Washington, DC.; Illinois State Board of Education, Springfield. Adult Education and Literacy Section.
PUB DATE- 30 Mar 91
NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Comparative Analysis; *English (Second Language); *Language Tests; Literacy Education; Mainstreaming; Norm Referenced Tests; *Reading Tests; Standardized Tests
IDENTIFIERS- English Language Skills Assessment; *Test of Adult Basic Education; William Rainey Harper College IL

In a study prompted by the need to standardize the reporting of educational progress of adult language minority students in Illinois, a commonly used adult English-as-a-Second-Language (ESL) reading test was compared with two frequently used Adult Basic Education (ABE) reading tests. The testing instruments used were the ELSA (English Language Skills Assessment, also called CELSA), the ABLE (Adult Basic Learning Examination), and the TABE (Test of Adult Basic Education). These tests were identified through a preliminary research project conducted in 1988 by William Rainey Harper College in Palatine, Illinois. More than 1,500 adult ESL students enrolled in Mainstream English Language Training (MELT) classes in the metropolitan Chicago area were tested. A strong correlation was found between the CELSA and TABE tests, although the strength of the correlation was not enough to reliably predict the scores for one test based on the other. However, this study indicates that the CELSA could be considered as a viable option to use with adult ESL learners in place of a standardized English native speaker normed test. The study also suggests the feasibility of using the TABE with adult ESL students at high-intermediate MELT levels. It is concluded that dichotomies found in most adult education programs between ESL and ABE coursework and mechanism by which students can experience the scope of techniques and integrations that are necessary in creating and using connected frameworks to solve real-world problems and that projects allow students to make contributions to the community. The second section describes the approach used in attempting to assess the efficiency and effectiveness of the team approach in class experiences. The final section presents the findings of that effort including a 96 percent positive experience with the team approach. Analysis of responses and the questionnaire are appended. (Contains 18 references.) (JB)

ED 352 868 HE 026 044

Harris, John W., Ed.; Baggett, J. Mark, Ed.
Quality Quest in the Academic Process.
PUB DATE- 92
NOTE- 240p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Development; Educational Assessment; *Educational Improvement; *Educational Quality; Faculty Development; *Higher Education; Institutional Evaluation; Instructional Improvement; Organizational Objectives; Program Improvement; *Quality Control; Quality of Working Life; Self Evaluation (Groups)
IDENTIFIERS- *Total Quality Management

This volume contains 17 articles on the emergence and potential of "Quality Improvement" (QI) efforts in higher education. Quality Improvement is defined as continuous improvement of processes in a cycle of plan (administration of instructional processes), do/check (assess), act (on the assessment and then continue to), plan-do-check-act. The papers are as follows: (1) "Customers: You Can't Do Without Them" by Thomas E. Corts; (2) "Key Concepts of Quality Improvement for Higher Education" by John W. Harris; (3) "How Quality Improvement Teams Work to Improve Processes in Departments and Administrative Units" by Susan G. Hillenmeyer; (4) "Longitudinal Student Databases: A Critical Tool for Managing Quality in Higher education" by Peter T. Ewell; (5) "QI Tools for Planning Instruction, Developing Courses, and Administrative Processes" by Casey Collett; (6) "Quality Standards and Support Systems in Successful Publication of Scholarly Research: A Process Analysis" by Robert G. Batson; (7) "A Total Quality Management (TQM) Organizational Behavior Course" by Jose Eulogio Romero-Simpson; (8) "Demythologizing Quality Improvement for Faculty" by J. Mark Baggett; (9) "Total Quality Improvement in the Basic Sciences: A Retrospective Case Study" by Ronald N. Hunsinger: (10) "Statistical Thinking and Techniques: A General Education Requirement" by Mary H. Hudson; (11) "Reducing the Hassle for Faculty through QI" by Billy J. Strickland; (12) "Fear in the Classroom: Implications for Quality Improvement" by Janice R. Teal; (13) "Writing: A Process that Can Be Improved" by David H. Roberts; (14) "What Can QI Contribute to Teacher Education?" by Julian D. Prince; (15) "Quality Legal Education By Design: Institutionalizing the Process of Change in a Law School" by Alexander J. Bolla, Jr.; (16) "QI from a Health Professions School Perspective" by Lucinda L. Maine; and (17) "The Quality Quest in Academia" by William E. Hull. Most papers include references. (JB)

ED 352 869 HE 026 063

Education Performance Indicators, June 30, 1989. (Contains 21 references.) (GLR)

ED 352 887 HE 026 087

de Jonge, J. F. M.; And Others
Student Mobility in Higher Education in the European Community: Synthesis Report (Volume 1) and Country Reports (Volume 2).
PUB DATE- Jun 92
NOTE- 228p.; For a related document, see HE 026 088.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Students; Comparative Analysis; Data Collection; Foreign Countries; Higher Education; Intellectual Disciplines; Postsecondary Education; Questionnaires; Statistical Data; *Student Mobility; *Study Abroad; Transfer Students
IDENTIFIERS- *European Community

The European Community Action Programs for the Mobility of Universities Studies (ERASMUS) provides for the exchange of students who carry out reorganized periods of study from 3 months to 1 year in a member state other than their own. This report examines, country by country, students' ability to move in the higher education sector between member states of the European Community (EC) outside ERASMUS. The study includes both students studying abroad on their own initiative, and those using existing European Community, bilateral or national programs. Volume 1 of the report gives an overview of the methods of data collection on higher education used in the different member states as well as the definitions underlying these data. Volume 1 also examines: (1) the influx of foreign EC students into member states of the European Community, (2) the efflux of national students to other member states of the EC, and (3) recent statistical information on student mobility within the EC. Volume 1 appendices include the questionnaire used in collecting data on student mobility and the statistics concerning non-nationals studying abroad in higher education in the member states in 1989/1990. Volume 2 of the report provides statistical detail, by country, on student mobility. Data for the following counties are included: Belgium, Denmark, Germany, Greece, Spain, France, Ireland, Italy, Luxembourg, the Netherlands, Portugal, and the United Kingdom. (GLR)

ED 352 888 HE 026 088

de Jonge, J. F. M.; And Others
Access to Higher Education in the European Community: Synthesis Report (Volume 1) and Country Reports (Volume 2).
PUB DATE- Jul 92
NOTE- 230p.; For a related document, see HE 026 087.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Access to Education; *College Admission; College Students; Data Collection; Educational Demand; Educational Finance; Enrollment; Foreign Countries; Higher Education; Questionnaires; Student Costs; Student Mobility; *Study Abroad; Transfer Students
IDENTIFIERS- *European Community

Meeting

This paper considers fundamental questions raised in the current debate about Afrocentric research methods in the social sciences. The discussion covers feminist, critical theory, radical humanist, radical structuralist, ethnographic, naturalistic inquiry, constructivism, and phenomenological inquiry approaches to research. The working definition of Afrocentric research methodology is primarily derived from the work of Molefi K. Asante. The paper offers a chronology of the developing dialogue among intellectuals about Afrocentric research methods. It also looks at Afrocentrism in terms of Eurocentrism, Afrocentric social theory, and Afrocentric social science. Further discussion treats ontology, epistemology, and physics. An exploration of methods, location, the role of the researcher, validity and integrity, and ethics culminates in a list of 10 important concepts and ideas to describe the emerging principles of Afrocentric research methodology including the following: (1) Afrocentricity offers a new paradigm of social theory and social science which represents a major departure; (2) it provides a unique lens for analyzing all forms of oppression at the same time and with the same degree of commitment, among them race, gender, and class; and (3) knowledge which is inherently Eurocentric is abandoned, and all knowledge is scrutinized for Eurocentric bias. (Contains 31 references.) (JB)

ED 352 906 HE 026 106

Milam, John
The Development of Men's Attitudes toward Women and Feminism. ASHE Annual Meeting Paper.
PUB DATE- 30 Oct 92
NOTE- 22p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Minneapolis, MN, October 28-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; Educational Environment; *Feminism; *Higher Education; *Individual Development; Interviews; *Males; Research Methodology; Sex Bias; Social Science Research; Teacher Attitudes
IDENTIFIERS- *ASHE Annual Meeting

This study investigated how men involved in higher education settings change and develop positive attitudes toward women and feminism using naturalistic inquiry, phenomenological, and ethnographic research methods. An unstructured, open-ended, interview protocol was used to talk with men about their attitudes toward women and feminism. The five men who were interviewed were chosen because of their essentially pro-feminist viewpoint and commitment to work for social justice. Content analysis of the interviews are presented in two contexts. First, ideas and statements from each man are presented as a story of his changing attitudes. Then, themes or topics that appeared across different interviews are discussed as possible patterns, metaphors, and processes of web-like development. Patterns that appeared in the interviews covered the importance of recognizing contradictions, epiphanies and conversion experiences, children, and working against sexism. The patterns indicate that the subjects' development was not a linear, hierarchical movement but more web-like. Also noted was the impact of the higher education environment for development and changing attitudes, and the role of the researcher in the

EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Adult Students; *Adult Vocational Education; Case Studies; Educational Needs; *Educational Policy; *Educational Supply; *English (Second Language); *Immigrants; Limited English Speaking; Postsecondary Education
IDENTIFIERS- *California (Los Angeles); *Florida (Miami)

Case studies examined how two communities--Miami and Los Angeles--with large immigrant populations had responded to the educational challenge posed by adult immigrants. Each case study had three components: interviews with education policymakers and practitioners, community leaders, and others; limited survey of adult immigrant students in the system; and focus groups with the students. Differences between the cities affected demand for and delivery of educational services. The service- and trade-based economy of Miami provided a narrower range of employment opportunities. Miami experienced waves of wealthy and then poorer immigrants, whereas Los Angeles had a single mass of poor immigrants. In Miami, immigration issues assumed a high profile; far fewer California policymakers saw immigration as a salient concern. Both cities relied on existing institutions to provide job training and made attempts to modify the traditional focus of many programs to address the critical immigrant issue of limited English proficiency. In adult schools, elementary English as a Second Language was provided as an open-entry/open-exit program. California's community colleges had the same policy, whereas Florida's required a high school diploma. Adult immigrants suggested some program improvements: flexible programs, integrated language and vocational education, more practice in classes and more individual attention. Challenges facing the policy community were: (1) demographics and (2) rethinking of institutional goals and missions. (Contains 76 references.) (YLB)

training year that offers the guide and task-based learning as a solution; (2) trainees should receive instruction that builds their expectations about the guide in relation to the basic competencies covered rather than the curriculum structure the guide offers; and (3) help should be given trainers to develop a series of tutorials that capitalize on the strengths of the guide. (The appendix contains the data and a copy of the questionnaire.) (CML)

ED 352 473 CE 062 579

Back to Basics: Literacy at Work. Special Report. ERB Report No. 1764, Section III.
PUB DATE- 21 Jul 92
NOTE- 33p.; ERB = Employee Relations and Human Resources Bulletin.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Literacy; *Corporate Education; Educational Cooperation; Educational Research; *Education Work Relationship; *Functional Literacy; Functional Reading; *Literacy Education; Outcomes of Education; *School Business Relationship; *Small Businesses
IDENTIFIERS- *Workplace Literacy

Functional illiteracy is an urgent problem for the U.S. business and industrial communities. Employers can uncover literacy problems among employees by conducting analyses of the literacy tasks needed on the job and assessing the basic skill levels of their work force. The design of a basic skills training program should be based on clearly defined company needs. Training may be provided in house, in partnership with community education programs, with help from government agencies, by community-based organizations, or in alliance with other small businesses. The corporate approach to workplace literacy is illustrated by programs at Polaroid, Motorola, Planters Lifesavers Company, and Nestle Stouffer Foods. Solutions used by smaller companies, such as Remmele Engineering, Cumberland Hardwoods, Peavey Electronics Corporation, and United Mailing, demonstrate the unique challenges facing small businesses. Examples of successful partnerships include the following: the Workplace Education Project in Tucson, Arizona; the Alliance for Literacy program in Hartford, Connecticut; and programs in Nebraska and Minnesota that specialize in teaching workers from Southeast Asia. Common features of well-run workplace literacy programs are as follows: well-defined goals and projected results; support from top management; personnel to plan and run the program; assessments and job task analyses that focus on job skills, not academic skills; materials, methods, and evaluations tied to learning goals; qualified instructors; class schedules and locations that accommodate workers' schedules; measurement methods to track progress; and flexibility to modify the program as company goals or technology changes. (Ten organizational resources are listed.) (CML) cognitive interest as motivators. A total of 175 usable responses (55 percent) was received from the VTE graduates and 38 responses (56 percent) from the AE graduates after initial mailing and follow-up. Most respondents were women and more than 90 percent were white. The study showed that both groups indicated that the factor "professional advancement" was the greatest motivator for them to enroll in adult and vocational education courses, with cognitive interest the next most important factor. Recommendations were made to attract more nonwhite students into the program, to improve social contact between participants and professors, to develop courses with a high degree of intellectual stimulation, and to be aware of the importance of professional advancement to program participants. (Contains 10 references.) (KC)

ED 352 491 CE 062 631

National Commission for Employment Policy Seventeenth Annual Report. Program Year 1991. July 1, 1991 to June 30, 1992. Report Number 32.
PUB DATE- Sep 92
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Employment Programs; *Federal Legislation; *Government Role; *Job Training; Labor Force Development; *Policy Formation; Postsecondary Education; Public Policy; *Research Projects
IDENTIFIERS- Job Training Partnership Act 1982; *National Commission for Employment Policy

The National Commission for Employment Policy (NCEP) is an independent federal agency authorized under the Job Training Partnership Act (JTPA) of 1982. NCEP analyzes employment and training issues and policies and recommends to the President and Congress areas in which policy or programmatic changes would assist the U.S. work force in becoming more productively employed. This document describes the activities of NCEP during the program year July 1, 1991 to June 30, 1992. Activities included the following: (1) research in five areas related to the U.S. labor market--anticipating economic change, responding to a changing labor force, improving coordination of federally sponsored employment and training programs, overseeing implementation of the JTPA, and enhancing the scope of employment and training programs; (2) preparation of policy documents as a result of the research and proposal of changes in legislation as suggested by the results; and (3) preparation of 32 policy reports, 111 research reports, and 11 monographs (cited in the document). The document also contains photos of NCEP activities and a list of commission members and staff members. (KC)

ED 352 509   CE 062 664

Copa, George H.; Pease, Virginia H.
New Designs for the Comprehensive High School. Volume II--Working Papers.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 486p.; For individual papers, see CE 062 665-676. For other related documents, see CE 062 662-663.
LANGUAGE- English
EDRS Price- MF02/PC20 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Education; Cost Estimates; *Curriculum Design; Educational Change; Educational Cooperation; *Educational Development; *Educational Facilities Design; Educational History; *Educational Objectives; Educational Principles; Educational Quality; Educational Research; Educational Technology; Expenditure per Student; High Schools; Information Technology; Integrated Curriculum; Outcomes of Education; Relevance (Education); Role of Education; *School Business Relationship; School Role; Staff Development; Student Evaluation; Teacher Characteristics; Vocational Education

This volume contains two appendixes to volume 1 of a study on new designs for the comprehensive high school The appendixes consist respectively of the meeting agendas and the working papers of the Design Group for the project. The 12 working papers each focus on one aspect of the proposed new design. Titles and authors are as follows: "Learner Outcomes: Past, Present, and Future" (Kathryn Pearce et al.); "Learner Outcomes: Design Specifications and Selected Learner Outcomes for the Comprehensive High School of the Future--Choosing the Keystone" (Virginia Pease et al.); "Learning Process: Interaction of Curriculum, Instruction, and Assessment in New Designs for the Comprehensive High School" (Kathryn Pearce et al.); "Learning Organization: Reorganizing Learners, Learning Process, Settings, Time, and Staff in the Comprehensive High School" (Kathryn Pearce et al.); "Learning Decision Making: Specifications to Guide Processes in Future Comprehensive High Schools" (Virginia Pease, George Copa); "Learning Partnerships: Lessons from Research Literature and Current Practice in Secondary Education" (Doris Karls et al.); "Learning Staff: Conditions, Guidelines, and Desired Characteristics in New Designs for the Comprehensive High School" (B. Jeannie Lum et al.); "Learning Technology: Enhancing Learning in New Designs for the Comprehensive High School" (Mike Damyanovich et al.); "Learning Environment: An Architectural Interpretation of a New Designs Archetype High School" (Bruce Jilk et al.); "Learning Costs: Operating Cost Analysis for New Designs for the Comprehensive High School" (James Rickabaugh et al.); "The Comprehensive High School: An Historical Perspective" (George Copa, Virginia Pease); and "The Comprehensive High School: An International Perspective" (Theresa Donohue et al.). (YLB)

Div. of Adult Basic and Literacy Education Programs.
PUB DATE- 92
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Students; Decoding (Reading); Educational Needs; Educational Research; Functional Literacy; Literacy Education; Reading Comprehension; *Reading Instruction; Reading Processes; *Reading Skills; *Reading Strategies
IDENTIFIERS- 353 Project

A project explored the reading comprehension skills and strategies of adult basic education (ABE) students. The target population was 55 students from 2 ABE programs in central Pennsylvania. They responded in interviews to a questionnaire that measured their knowledge about reading and reading comprehension strategies, and they participated in read-aloud sessions that allowed an examination of their abilities to use comprehension strategies. The results indicated that many of the students know about the importance of comprehension in reading and know about sound strategies to enhance comprehension. In addition, many could apply sound comprehension strategies successfully in reading situations. Implications for instruction were that although students already know about reading comprehension and strategies, it may help to inform students directly about the variables that influence reading and to discuss strategies with them, as well as to increase students' abilities to detect when they fail to understand. Based on results of the project, two workshops were conducted for ABE teachers and results also were disseminated through the Pennsylvania Department of Education. (Five project appendixes include the following: reading questionnaire; reading passages used; and coding categories for open-ended questions from the reading questionnaire, for read-aloud sessions, and for post-reading interviews.) (KC)

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Administrators; *Adult Educators; *Christianity; *Community Services; *Continuing Education; Educational Administration; Educational Research; General Education; *Job Satisfaction; *Noncredit Courses; Postsecondary Education; Religious Factors; Two Year Colleges

This annual contains the paper that won the President's Award given by the Texas Association for Community Service and Continuing Education (TACSCE) Research Committee. An editorial, "Reconsidering Liberal Education" (Stancie Chamberlain), proposes that adult educators focus on liberal studies that provide general knowledge and contribute to development of general intellectual capabilities. A perspective paper, "Questions Related to the Future Success of Non-Credit Education" (Judith Winn), is a discussion of nondegree professional education programs and personal enrichment activities that focuses on what should be offered and where it should it be offered. The President's Award winner, "Perceptions of Selected Community Services/Continuing Education Administrators of Public Two-Year Colleges Regarding Job Satisfaction Factors" (Athena Russell), reports these survey findings: job satisfaction increases with administrator's age, length of service, and prior community services administrative positions and as the noncredit enrollment of the college increases. The questionnaire is appended. The runner-up paper, "Towards a Christian Perspective of Adult Education" (David Naugle), thinks through the applications and implications of the content of the Christian world view on work with adult students. Forty-eight sources are listed. Other contents include the 1991 Personnel Profile/Salary Survey of Texas continuing educational professionals in institutions of higher education and a list of TACSCE Research Committee members. (YLB)

learning by implementing rewards and processes that support creativity and innovation. (CML)

ED 352 564   CG 024 665

Heckman, Timothy G.; And Others
Information Importance and the Base-Rate Fallacy.
PUB DATE- Aug 92
NOTE- 9p.; Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Style; *Decision Making; Higher Education; *Information Utilization; Probability; *Psychological Patterns; *Undergraduate Students
IDENTIFIERS- *Base Rate Information

Social scientists have repeatedly demonstrated that individuals tend to underutilize base-rate information in favor of case-specific information in problems investigating subjective probability estimation. Despite the pervasiveness of this base-rate fallacy, little progress has been made in establishing a definitive explanation for its cause. This study attempted to demonstrate that the egocentric importance of case-specific information is an important determinant of case-information utilization. Undergraduates (N=32) were presented both base-rate and case-specific information and asked to report how important the case information was to them when deciding whether or not to enroll in courses described by the base and case information. As hypothesized, base and case information were utilized differently. "High Importance" case information was utilized more so than "Low Importance" case information, and a significant, positive correlation was found between how important the case information was to each subject and the degree to which subjects utilized the case information. The information's egocentric value contributed to the extent that the case-specific information was utilized. Supposedly "neutral" base-rate information, based on many students, decreased subjects' probabilities of enrolling in a course, while case-specific information increased students' probabilities of enrolling in a course. (ABL)

Student Educational Objectives

This guide is designed to help high school students understand many aspects of planning for life after high school. The introduction notes that the workplace of the future will reserve the best jobs for those with the best skills and describes which skills are important. These topics are discussed: (1) benefits of education; (2) improving career options; (3) how to choose the right school for oneself; (4) a sample letter asking for information; (5) the Indiana Academy, an academically challenging two-year public high school; (6) an academic honors diploma; (7) admission recommendations for four-year colleges and universities; (8) admission recommendations for two-year schools; (9) a sample letter for information from two-year schools; (10) standardized admission tests; (11) how to earn college credit early; (12) independent study and correspondence courses; (13) academic support services; (14) special services for differently-abled students; (15) financial aid; (16) housing; (17) athletics; (18) academic eligibility for intercollegiate athletics; (19) extra-curricular and social activities; (20) a map of Indiana with locations of schools noted; and (21) a glossary of postsecondary terms. (ABL)

predicted was very low. Findings suggest that definitional instruction tapped more directly what students knew, and did not know, about concepts. (Nineteen references are attached.) (RS)

ED 352 605   CS 011 101

Standish, Dorothy G.
The Use of CD-ROM Based Books To Improve Reading Comprehension in Second Grade Students.
PUB DATE- Jul 92
NOTE- 98p.; Practicum in Curriculum and Instruction, requirements, Wilmington College.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Analysis of Covariance; *Books; Grade 2; *Hypermedia; *Instructional Effectiveness; *Optical Data Disks; Primary Education; *Reading Comprehension; Reading Research; Supplementary Reading Materials; Technological Advancement
IDENTIFIERS- Delaware; Education Consolidation Improvement Act Chapter 1; *Reading Motivation

This paper describes a practicum designed to use CD-ROM books as a supplement to the basal reading program to improve reading comprehension in second grade students from a predominantly rural area in Delaware. A non-equivalent control group design was used involving a 20-member treatment and a 16-member control group. Pre- and postreading comprehension tests were administered. During the treatment, students read and investigated the stories on the computer. Each group had a minimum of three 15-minute sessions each week. During this time, the children read the stories and investigated the vocabulary at the computer. Gains in reading achievement were evaluated using simple analysis of covariance. While results showed no statistical significance, comments from students and teachers indicated that the children were highly motivated to read the books on CD-ROM. (Eighteen references, information about the books on CD-ROM, a story log form, the analysis of covariance, and numerous samples of children's letters are attached.) (Author/RS)

Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Childrens Literature; Classroom Environment; Elementary Education; Higher Education; Lesson Plans; Prior Learning; *Reading Instruction; *Reading Strategies; Student Evaluation; Vocabulary Development; Whole Language Approach; *Writing Instruction; *Writing Strategies

Reflecting dramatic changes in educators' understanding of literacy, this book, a revision of an earlier text published in 1986 under the title, "Improving Reading Comprehension," provides support for preservice and inservice teachers in learning to help children develop literacy effectively. The central feature of the book is a literacy program whose focus is on interactive learning: the book presents and develops a model for creating a program that includes motivation, independent reading and writing, and instruction in reading and writing. Complete unadapted literature (and sample literacy lessons and minilessons for each piece of literature) are included in the book. Each chapter of the book includes strategies and procedures that have been effective with all learners (including second language learners and students with special needs), as well as a graphic organizer preview, an opening vignette to model constructivist teaching in action, a summary, bibliographies of professional references and children's books, and suggested additional readings. The book's 10 chapters are: (1) Understanding Literacy Learning and Constructing Meaning; (2) Developing a Literacy Program; (3) Activating and Developing Prior Knowledge; (4) Vocabulary Development in the Literacy Program; (5) Identifying Words as an Aid to Constructing Meaning; (6) Responding and the Construction of Meaning; (7) Writing and the Construction of Meaning; (8) Modeling Strategies for Constructing Meaning; (9) Constructing Meaning across the Curriculum; and (10) Assessment and Evaluation in the Literacy-Centered Classroom. (RS)

some remote corner of Utah or Idaho, "alone" in wildness, cooking for themselves and participating in activities. Readings for the class describe actual physical activities experienced by writers in wild settings, and focus on the geography local to where the class is held. For example, on the topic of the ascent of a mountain, readings include "Ktaadn" by Henry David Thoreau, "The Range of Light" by John Muir, and "The Mountain of My Fear" by David Robert. After students read and discuss the essays, they actually do a moderate climb and a free rappel. Observations are shared later in group discussion. This same pattern is followed using orienteering (compass work), individual exploration, and a solo bivouac. The solo bivouac--spending the night alone without sleeping bags or tents--is the most challenging segment of the course, and requires students to call upon and assess what they have learned: crossing new ground, exploration, courage, solitude, observation. It is interesting to see how fast social barriers break down in these experiences of wildness and how quickly a group made up of diverse people cast off ideologies and bond together into a harmonious community. (SR)

ED 352 667 CS 213 629

Schifferle, Judith
Paragraph Writing Skills: Ready-to-Use Writing Workshop Activities Kits. A Practical and Systematic Way To Build Basic Writing Skills and Teach the Entire Writing Process in Grades 4 through 8. Kit III.
PUB DATE- 85
NOTE- 46p.; For kits I-VI, see CS 213 627-632.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Descriptive Writing; Expository Writing; Intermediate Grades; Junior High Schools; Narration; *Paragraph Composition; Persuasive Discourse; Skill Development; *Writing Instruction; Writing Processes; *Writing Skills; *Writing Workshops
IDENTIFIERS- *Process Approach (Writing)

This handbook is one of a set of six which provide a systematic means to help students in grades 4 through 8 learn the process of writing while building specific writing skills. The handbook focuses on paragraph writing, and offers 25 reproducible lessons, in a variety of formats, to help students improve their use of descriptive, narrative, expository, and persuasive writing. Each handbook also presents directions and reproducible management and evaluation aids for turning the classroom into a writing workshop (such as an editor's key, editing practice pages, an individual recordkeeping form, and a form to help students design their own writing activities). (SR)

(055)

DESCRIPTORS- Adult Education; Adults; Audience Awareness; Guidelines; *Speech Communication; Speech Instruction; *Speech Skills

IDENTIFIERS- *Oral Presentations; Stage Fright

A practical guide to designing and delivering interesting and effective presentations for adult audiences, this book covers the five stages of a presentation and offers tips for executing each one. The book discusses stage fright and how to use it, and it explores the use of macro maps for staying focused during presentations. The book also provides tips for getting to know audiences and communicating with participants who have different backgrounds and learning styles. Chapters in the book are: (1) How to Design for Learning; (2) Five Presentation Stages; (3) Maintaining Confidence; (4) Knowing Your Audience; (5) Communicating with the Entire Brain; (6) Making Learning Active; and (7) The Presenter as Social Architect. A presentation logistics checklist and 12 learner-centered psychological principles are attached. (RS) techniques for restructuring a school system, from the level of the school building to the level of the central office. School-based management is introduced. Procedures for empowering faculty, particularly through the deployment of work teams, are described in the third chapter. Steps to increase professionalism in any school staff are discussed in chapter 4. The fifth chapter offers suggestions for improving student learning in a decentralized system with a focus on increasing instructional time. Chapter 6 reviews research regarding the principles of change as a management behavior, describes change strategies, and presents a change process timeline. The final chapter addresses the problems of accountability encountered during and after restructuring, and presents administrative options. Seven tables and 10 figures are included. References accompany each chapter. (LMI)

ED 352 708   EA 024 508

English, Fenwick W.; And Others
Leading into the 21st Century. Successful Schools: Guidebooks to Effective Educational Leadership. Volume 9.
PUB DATE- 92
NOTE- 147p.; For volumes 1-6, see ED 351 802-807. For volumes 7-10, see EA 024 506-509.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Effectiveness; *Administrator Role; Decision Making; Elementary Secondary Education; *Instructional Leadership; Leaders Guides; *Leadership; School Responsibility; *School Role

This guidebook presents practical, everyday applications of effective school leadership principles. Chapter 1 describes the roles and responsibilities of school leaders today. Chapter 2 presents a litmus test of school leadership, which is described in terms of vertical and hierarchical models. Problem-solving techniques are presented. The role of the school as "socializing agent" at the turn of the century is examined in the third chapter. The evolution of the school's role, significant demographic trends, and the context for the current role of educational leadership are described. Chapter 4 offers suggestions for instructional leaders. School Management by Wandering Around (SMBWA) is presented as a means for becoming better acquainted with the school and teachers and for maximizing people power. The final chapter describes a three-step process for building an institution: (1) set goals; (2) assess the school culture; and (3) establish a diagnostic/prescriptive development cycle. Checklists and sample planning forms are provided. References accompany each chapter. Six tables and 6 figures are included. (LMI)

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; Cleaning; Elementary Secondary Education; *Employee Absenteeism; Employee Attitudes; Employee Responsibility; *Job Performance; Labor Problems; *Personnel Management; Personnel Selection; *School Maintenance; School Personnel; *Stealing; Work Attitudes
IDENTIFIERS- Employee Misconduct; *Fraud; *New York City Board of Education

Findings of a study that investigated cases of fraud and misconduct in the New York City school custodial system are presented in this document. Custodial services are provided through a "quasi-independent" contractor, or an "indirect system." Although custodians are public employees, they have great independence and lack supervision and accountability. The investigations are based on complainants' allegations and information from confidential sources. Following the introduction, section 2 describes the processes for checking attendance, evaluating, and supervising custodians. Four cases in which custodians were paid for work they did not perform are described; these custodians engaged in lucrative second careers and recreational pursuits on the job. Section 3 is based on a survey of 64 school custodial staff members; it found 10 custodial employees with criminal histories. Ways in which custodians hire employees with criminal backgrounds are described. The fourth section presents cases of payroll fraud, and the fifth section describes ways in which the antinepotism rule was circumnavigated. Time-clock abuse as standard operating procedure is the subject of section 6. Section 7 describes how the "compliance" auditing system presents opportunities for misuse of budgets and acquisitions to hide theft. The practice of stealing of user fees is highlighted in section 8. A conclusion is that the system facilitated wrongdoing through its lack of controls and accountability. Recommendations are made to: (1) terminate the employment of seven custodians and one custodial employee; (2) give principals control over custodians; (3) conduct background personnel checks; (4) establish rules for proper record keeping and conduct routine fraud audits; and (5) set clear antinepotism standards. (LMI)

social change, internal conflict and moral responsibility, values, violence, perception, expression, leadership, and oral history. (DB)

ED 352 751 EC 301 681

Battle, Dolores E., Ed.
Communication Disorders in Multicultural Populations.
PUB DATE- 93
NOTE- 322p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - General (020)
DESCRIPTORS- Adults; American Indians; Asian Americans; Blacks; Children; *Communication Disorders; *Cultural Differences; Cultural Influences; Cultural Pluralism; Deafness; Ethnic Groups; Hearing Impairments; Hispanic Americans; *Language Acquisition; Language Handicaps; Minority Groups; *Multicultural Education; Racial Differences; Speech Handicaps; *Speech Therapy; Stuttering; Therapy

This text on communication disorders in multicultural populations is intended to provide a framework for speech language pathologists and audiologists in providing services to persons from different cultures and racial backgrounds. The 11 papers are grouped into 2 parts. Papers in part I provide an overview of the major cultural groups in the United States, with particular reference to factors related to the assessment and treatment of communication disorders. These papers are: "African-American Cultures" (Sandra L. Terrell and Francis Terrell); "Asian-American Cultures" (Li-Rong Lilly Cheng); "American Indian Cultures: A Lesson in Diversity" (Gail A. Harris); "Hispanic Cultures" (Hortencia Kayser); and "Cultural Diversity in the Development of Language" (Noma B. Anderson and Dolores E. Battle). Part II deals with the role of culture in specific communication disorders. The following papers are included: "Fluency Disorders" (Eugene B. Cooper and Crystal S. Cooper); "Voice and Voice Disorders" (Glenda DeJarnette and Richard Wayne Holland); "Adult Neurogenic Disorders" (Gloriajean L. Wallace); "Hearing Disorders and Auditory Assessment" (Leo H. Buchanan et al.); "Multicultural Aspects of Deafness" (Njeri Nuru); and "Clinical Practice Issues" (Priscilla Nellum-Davis). References accompany each chapter. (DB) should remain in force as written and those new and/or revised that were approved by the ARC's Delegate Body in 1989 and 1990. Specific position statements address the following topics: the rights of people with mental retardation, quality assurance, family support, individual service coordination (case management), integration, self-advocacy, sexuality, education, employment, residential living arrangements, behavior intervention, guardianship, and prevention of mental retardation. (JDD)

ED 352 771 EC 301 701

Berkobien, Richard
The Americans with Disabilities Act of 1990 and Employment. arcfacts Employment Series.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.
PUB DATE- Jan 91
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070), Collected Works - Serials (022)
DESCRIPTORS- *Civil Rights Legislation; *Disabilities; *Employment; Employment Opportunities; *Equal Opportunities (Jobs); Federal Legislation; Handicap Discrimination
IDENTIFIERS- *Americans with Disabilities Act 1990

This fact sheet offers, in a question-and-answer format, information on employment and the Americans with Disabilities Act of 1990 (ADA). It addresses the following topics: what Title I of the ADA says about employment, what employment discrimination means, which employers are affected, hiring quotas, determination of an individual's job qualifications, "reasonable accommodation," "undue hardship," and regulation and enforcement of Title I. Two government agencies are listed as sources of further information on the ADA. (JDD)

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Developmental Programs; *Disabilities; *Language Acquisition; *Mainstreaming; Models; Preschool Children; Preschool Education; Program Implementation; School Readiness; *Student Development; Transitional Programs
IDENTIFIERS- *Avondale Public Schools MI; *High Scope Model; Project Head Start

The A.I.M. (Avondale Integrative Model) Program of Avondale School District in Auburn Hills, Michigan, is a developmental, language-based, preschool program, combining federally funded Head Start and district-funded Pre-Primary Impaired programs. The program is designed to utilize a developmentally appropriate curriculum in order to successfully integrate children identified as having special needs into a regular preschool program. The cognitively oriented curriculum is based on the High Scope model, with the addition of a theme approach and the need to fulfill individual goals of the children assigned to the program. This report describes the daily routine, physical facilities, safety, adult involvement, language and thought development, transition into the program, assessment, humanistic considerations, behavior intervention procedures, administrative responsibilities, and a rationale for mixed-age grouping in early education. (JDD)

IDENTIFIERS- *Chesterfield County Public Schools VA; *Henrico County Public Schools VA

A 2-year bilingual vocational education program in the Richmond (Virginia) area for language-minority secondary school students is profiled. The students are generally limited-English-speaking refugees, and the program is designed to prepare them for educational mainstreaming or transition to jobs. Incoming students (61 in 1990-91) are assessed for English and math skills and for vocational interests and abilities. They attend separate English-as-a-Second-Language (ESL), job readiness, and independent living classes for half the day and mainstream vocational classes for the remainder of the day. Bilingual teacher aides are an integral program element, used for translation, counseling, and mediation. The program has reduced substantially the dropout rate among the target population. The profile offered here describes the community in which the program is situated, the particular needs that shaped the approach, key management and design elements of the dropout prevention program, and plans for the future. Effective features of the program are discussed. The objective of the report is to provide other school systems, organizations, and agencies with information for adapting this or developing a similar approach. Sample forms (initial interview, student information sheet, and exit interview) and a brief bibliography are appended. (MSE)

Fair Enough? Equal Opportunities and Modern Languages. Pathfinder 14. A CILT Series for Language Teachers.
PUB DATE- 92
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Change Strategies; *Classroom Techniques; Cultural Awareness; Elementary Secondary Education; *Equal Education; Foreign Countries; Language Teachers; Nondiscriminatory Education; *Second Language Instruction; *Second Language Learning
IDENTIFIERS- Great Britain

The current situation in Great Britain regarding equal opportunities for pupils learning second languages is examined. Focus is on race, class, and gender, with consideration also given to issues of pupils with disabilities. The report includes five chapters that include possible teaching strategies and points for departmental discussion. The chapters are as follows: (1) Using Existing Resources (presenting and practicing new language and producing the language); (2) What We Teach--Rethinking Tasks in the Syllabus (creating topics and tasks, choosing the linguistic exponents, and expressing opinions); (3) How We Teach--Managing Classroom Interaction and Groupings (classroom interaction and group work); (4) Exploring Language; and (5) Getting the Message Across--The Contribution of the Languages Department to Equal Opportunities in the School (raising awareness and cross-curricular collaboration). It is concluded that teachers should routinely build into their lessons different ways of looking at the world. A list of selected reading materials (19 citations) is appended. (LB)

sequences need to be reviewed. It should be possible to design parallel programs that allow for the merging of ESL students into a transitional program or curriculum much earlier than previously thought. (Contains 7 references.) (LB) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 352 850   FL 800 537

Keller, Rosanne
English Is Crazy. Limericks and Tongue Twisters for Short Vowels.
SPONS. AGENCY- Office of Education (DHEW), Washington, D.C. Right to Read Program.
PUB DATE- 78
NOTE- 21p.; For a related document, see FL 800 539.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Articulation (Speech); *English (Second Language); Language Proficiency; Literacy Education; *Second Language Learning; Textbooks; *Vowels
IDENTIFIERS- *Limericks; *Tongue Twisters

Limericks and tongue twisters for learning short vowel sounds in English are presented in this illustrated booklet for speakers with limited English proficiency. After proclaiming that "English is so crazy it makes you want to cry," the book presents first the sounds of the English alphabet, then long and short vowels, a limerick for each of the five short vowels, and finally 22 tongue twisters. (LB) (Adjunct ERIC Clearinghouse on Literacy Education)

Banta, Trudy W.; And Others
Applying Deming's Quality Improvement Strategies to Assessment in Higher Education. Final Report.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- Nov 92
NOTE- 211p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Outcomes Assessment; Educational Assessment; *Educational Quality; Evaluation Methods; Higher Education; Institutional Evaluation; Measures (Individuals); *State Colleges
IDENTIFIERS- Samford University AL; *Tennessee; *Total Quality Management

A study was done of the possible uses of Total Quality Management (TQM) for enhancing the quality and use of college outcomes assessment in postsecondary institutions in Tennessee. The study involved six meetings of a consortium of assessment coordinators in Tennessee over 3 years, and graduate and employer questionnaire development. Researchers eventually found that the best methodology used a mailed alumni questionnaire that included a form granting permission for employer contact and a mailed survey form for employers that contained a forced-choice response format. Other participants developed a document that translated the TQM concepts from the language of industry to that of academe. All participating institutions initiated TQM projects of one kind or another. In addition, plans were made to form a state-wide organization to continue the work. Extensive appendixes include: a critique of a method for surveying employers; an overview of quality improvement in higher education (by David Sylwester and John Harris); a summary of TQM pilot projects on campuses; materials developed by Samford University; a summary of changes at Tennessee institutions; correspondence from project participants; a reprinted article by Peter Ewell on defining quality driven institutions; and budget information. (JB)

This report examines, country by country, the present state of student access to higher education institutions in the Member States of the European Community (EC), as well as the elements which affect access directly and the elements which can potentially have an effect on access. Volume 1 of the report gives an overview of the methods of data collection and discusses each of the elements affecting educational access for EC exchange and transfer students as well as national students. These elements are as follows: the entry requirements and limitations; the recognition of foreign certificates, degrees, and periods of study; the application and registration procedures; language requirements; tuition fees; student grants; entry and residence regulations; health insurance; cost of living; accommodations; and academic and social guidance. Volume 2 of the report presents information detailing each country's situation relative to each of the elements affecting educational access. A section of "final remarks" from volume 1 discusses the imbalance of student flow and the financing of higher education, unequal entry requirements, language barriers, the lack of information on foreign EC students, and the problem of the non-university sector of higher education. Appendices include a checklist for governmental and academic representatives to help guide them in assessing educational access within their own organizations and countries as it applies to national, foreign EC, short-term EC, and transfer students. Data for the following countries is included: Belgium, Denmark, Germany, Greece, Spain, France, Ireland, Italy, Luxembourg, the Netherlands, Portugal, and the United Kingdom. (GLR)

type of study presented here. (JB)

ED 352 907 HE 026 107

Amey, Marilyn J.
Institutional Market Places and Faculty Attrition: The Realities for Professors at One Research University. ASHE Annual Meeting Paper.
PUB DATE- Oct 92
NOTE- 19p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Minneapolis, MN, October 28-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Rank (Professional); *College Faculty; Faculty College Relationship; *Faculty Mobility; Higher Education; Longitudinal Studies; Nontenured Faculty; Research Universities; Salaries; School Holding Power; Sex Differences; *Teacher Persistence; Teaching (Occupation); Tenure; Tenured Faculty
IDENTIFIERS- *ASHE Annual Meeting

This study developed a descriptive profile of an institutional academic marketplace reflecting differences in mobility across rank, disciplines and gender over a 10-year period at one research university. Because the study focused on faculty attrition, data analysis examined reasons for departure by rank, gender and discipline. Data sources included a variety of institutional records including initial appointment information, annual promotion and tenure reports, and termination/resignation reports. Analysis of these data found that salary, retirement, professional advancement and institutional issues were the most frequent reasons cited overall for faculty leaving this institution. Trends according to rank showed that full professors were most likely to leave for reasons of professional advancement and difficulties with the university, while associate professors, excluding salary, were most likely to leave for issues related to the balance of teaching and research. Tenure and tenure related concerns were the reasons for departure given by the largest percentage of assistant professors as well as salary. Results also showed that women left for salary reasons but also for personal reasons and for institutional issues rather than tenure related issues. (Contains 11 references.) (JB)

ED 352 908 HE 026 108

Verrier, David A.
On Becoming Tenured: Acquiring Academic Tenure at a Research University. ASHE Annual Meeting Paper.
PUB DATE- 1 Nov 92
NOTE- 48p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Minneapolis, MN, October 28-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Development; *College Faculty; Faculty College Relationship; *Faculty Evaluation; Faculty Promotion; Faculty Publishing; Faculty Workload; Higher Education; Interviews; Nontenured Faculty; Publish or Perish Issue; Science Teachers; Sex Differences; Success; *Teacher Attitudes; *Tenure; Women Faculty
IDENTIFIERS- *ASHE Annual Meeting; Organizational Culture

This study explored how junior faculty perceive the academic tenure system impacting on their personal and professional lives and how they cope with the process. Using theoretical principles rooted in the tradition of phenomenology, the study conducted three in-depth phenomenological interviews with 18 assistant professors who explored, recreated, and reflected on episodes of their recent and distant pasts. The participants came from diverse disciplines within the university. This paper presents the narratives of four of these faculty members and an analysis. Findings indicated that females were more likely than males to mention the influence of parental expectations on their emerging career interests and appraisal of their potential; that many participants had a preoccupation with knowing where they stand in the tenure process and a craving for specific indices; that most departments are characterized by a culture of competition; and that, although males and females both struggle with the issue of social expectations, males appeared more likely to arrive at a decisive stand and point of resolution while females continually feel ambivalent. (Contains 48 references.) (JB)

ED 352 909 HE 026 109

Anderson, Melissa S.; And Others
Disciplinary and Departmental Effects on Faculty and Student Misconduct. ASHE Annual Meeting Paper.
PUB DATE- Oct 92
NOTE- 74p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Minneapolis, MN October 28-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Standards; Chemistry; Civil Engineering; *Departments; Ethics; *Graduate Students; Graduate Study; Higher Education; *Intellectual Disciplines; Microbiology; Science Education; *Socialization; Sociology; *Student Attitudes; Student Experience
IDENTIFIERS- *Academic Misconduct; *ASHE Annual Meeting

This study investigated how academic norms, expectations and rules affect the experiences of graduate students, particularly

ED 352 926 IR 015 857

Brown, William L.; Stevens, Betty L.
Using the Microcomputer To Equate Ratings of Student Writing Samples.
PUB DATE- 21 Apr 92
NOTE- 11p.; Paper presented at the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; Evaluation Methods; *Interrater Reliability; Judges; Junior High Schools; *Microcomputers; Models; Statistics; *Writing (Composition); *Writing Evaluation; Writing Tests
IDENTIFIERS- *Rasch Model

The objectives of this study were to determine whether student writing portfolios could be rated reliably by trained judges; study the effects on student ratings of the differential leniency of the judges; and ascertain the effects of writing-prompt difficulty and its interactions with rater leniency. Writing samples from 127 students in grades 3, 6, and 9, were randomly selected and analyzed by experienced volunteer judges working under the direction of a consultant experienced in both training judges and reading student writing. The Rasch Multi-Faceted Model using a microcomputer was applied to the rating and a rankings of the writing samples. The most important conclusion reached from this study is that the microcomputer can be used as a tool for equating the ratings of student writing at an economical cost; the Rasch Multi-Faceted Model can be used to compensate for variation in judge leniency and produce consistent ratings; and although the judges appeared to be able to rate writing pieces effectively, they were unable to come up with any consistent approach to ranking pieces within a portfolio. Eight tables illustrate the ratings. (ALF)

ED 352 927 IR 015 858

GPO/2001: Vision for a New Millennium.
PUB DATE- Dec 91
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Federal Government; Government Publications; Guidelines; Human Resources; *Information Dissemination; *Information Management; Information Needs; Information Retrieval; Job Training; *Long Range Planning; Prediction; *Public Agencies; Reprography; Strategic Planning; Work Environment
IDENTIFIERS- *Government Printing Office

This publication is intended to serve as a strategic guide for the U.S. Government Printing Office in the development of its tactical plans for entry into the next millennium; to provide a glimpse of the future of Government information; and to delineate the changes that lie ahead in how information will be created, replicated, and disseminated. After presenting the GPO mission statement, goals, and key concepts, eight modules are used to define the strategic planning process in terms of goals and activities: (1) Human Resources--determine future needs in

ED 352 945 IR 015 890

Zwart, Willem Jaap
Instructional Transaction Theory Applied to Computer Simulations.
PUB DATE- Jun 92
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - General (140)
DESCRIPTORS- *Computer Simulation; *Computer Software Development; Courseware; Educational Theories; Foreign Countries; *Instructional Design; Instructional Development; Knowledge Level; Learning Strategies
IDENTIFIERS- *Instructional Transaction Theory; Interactive Courseware; Learning Environments

This paper argues that Merrill's instructional transaction theory provides a framework that can decrease learners' problems in using computer simulations by specifying transaction shells rather than frames in designing interactive courseware. The three types of data used in a transaction, i.e., an instructional algorithm, are identified as a knowledge base, a resource database, and a set of instructional parameters. Each of these types of data is described in detail: (1) the knowledge base consists of three types of frames (entities, activities, and processes), and a number of elaborations of these frames (attributes, components, abstractions, and associations); (2) the resource database contains mediated representations of the domain knowledge together with presentation techniques to display the results of the model, acceptation techniques to make interventions in the model possible, and communication techniques to transfer data from the model to the educational representation and back; and (3) instructional parameters can be designed for a particular population, learning task, and environmental situation. The value of instructional transaction theory for computer simulations is specified as the definition of domain knowledge to include in the simulation and the separation of the instructional parameters. Examples of instructional parameters are given, and it is noted that further research and development are needed to identify the instructional parameters and the domain knowledge to include in a "process" transaction shell. (Contains 8 references.) (ALF)

ED 352 946 IR 015 891

Morrison, James L.; Morrison, Pamela P.
Integrating Controversy Skills into Computer Conferencing: Parameters for Instructional Model Building.
PUB DATE- 11 Nov 92
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Control Groups; *Discussion (Teaching Technique); Higher Education; Instructional Design; Instructional Effectiveness; *Intermode Differences; Law Related Education; Legal Problems; *Problem Solving; *Teacher Role; *Teleconferencing

An experiment in problem-solving was conducted in which one group of students used computer conferencing for continual public exchanges of ideas through asynchronous meetings, and another group used class discussion groups, while attempting to solve a

ED 352 964 IR 054 312

Library Resources for the Blind and Physically Handicapped. A Directory with FY 1991 Statistics on Readership, Circulation, Budget, Staff, and Collections.
PUB DATE- 92
NOTE- 119p.; For the 1991 edition, see ED 341 394.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Assistive Devices (for Disabled); *Blindness; Braille; *Library Networks; Library Statistics; *National Programs; Nonprint Media; Organization; *Outreach Programs; *Physical Disabilities; *Public Libraries; Regional Libraries; Resource Materials; Tables (Data); Talking Books; User Needs (Information)
IDENTIFIERS- *National Library Service for the Blind

The National Library Service (NLS) for the Blind and Physically Handicapped of the Library of Congress selects and produces full-length books and magazines in braille and on recorded disc and cassette. NLS distributes these materials to a cooperating network of 56 regional and 89 subregional libraries in the United States, Puerto Rico, the Virgin Islands, and Guam for circulation to eligible borrowers by postage-free mail. Network libraries also offer reference, readers' advisory, free playback equipment and accessories, and other services. The two major sections of this report provide listings of: (1) NLS Network Libraries and Machine-Lending Agencies--with libraries arranged alphabetically by state, then regional and subregional libraries listed alphabetically by city, including information on machine-lending and braille-lending capabilities, special collections and services, assistive devices, and publications; and (2) Other Library Resources at the National Level--with listings arranged alphabetically by organization, including information on eligibility requirements, special media available, subject coverage, reading level, and lending policies. Names, addresses, and telephone numbers given for these libraries and agencies are current as of July 1992. Two appendices present statistics on NLS network libraries' readership and circulation from federal FY 1991 and data on budget, staff, and collections received in response to a questionnaire circulated to the network libraries in February 1992. (ALF)

ED 352 965 IR 054 313

Burritt, Susanne R.
The Lincoln Public Library: A Historical Study of a Carnegie Public Library.
PUB DATE- Nov 91
NOTE- 61p.; Master's Thesis, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Historical Materials (060)
DESCRIPTORS- *Architecture; *Financial Support; *History; Librarians; *Library Facilities; *Public Libraries
IDENTIFIERS- *Carnegie (Andrew); Library Funding; Library Support Groups; *Lincoln Public Library IL

In 1903, Andrew Carnegie provided the community of Lincoln, Illinois, with a $25,000 grant to build a public library. The purpose of this study was to determine if the Lincoln Public

ED 352 984 IR 054 336

The Commission on Preservation and Access: Annual Report, July 1, 1991-June 30, 1992.
PUB DATE- 92
NOTE- 59p.; For the 1990-1992 annual report, see ED 339 379.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Annual Reports; Archives; *Books; *Electronic Equipment; Financial Support; *International Programs; *Library Cooperation; Library Education; Library Materials; Planning; *Preservation; Professional Training; Publicity; Technological Advancement
IDENTIFIERS- Brittle Books; Commission on Preservation and Access; Digital Imagery; National Endowment for the Humanities

The Commission on Preservation and Access was established in 1986 to foster and support collaboration among libraries and allied organizations in order to ensure the preservation of the published and documentary record in all formats and provide enhanced access to scholarly information. This annual report describes the following activities: (1) operations, staffing, support, and 1991-1992 initiatives; (2) fostering global cooperation to coordinate international sharing of preserved materials; (3) consideration of the potential of new preservation technologies; (4) the scholarly advisory committees' advice to the commission on preservation priorities in their particular fields; (5) the brittle books effort, through which the commission works with the National Endowment for the Humanities to save an estimated 320 million crumbling books; (6) encouraging the integration of archives into preservation efforts; (7) promotion of a clear, visionary, yet realistic preservation and access agenda; (8) a series of recommendations on professional education needs; and (9) exploration of the feasibility of using digital technology to enhance access to out-of-print books. Lists of the commission's publications, committees and task forces, board of directors, and staff are appended, along with the organization's financial statement. (KRN)

ED 352 985 IR 054 337

Singer, Rhona
Developing an Active Media Center in a Jewish Day School K-8 through Creative Management.
PUB DATE- 92
NOTE- 171p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Audiovisual Aids; Elementary Education; Evaluation; *Learning Resources Centers; *Library Collection Development; Library Expenditures; Library Planning; *Library Services; Library Surveys; *Parochial Schools; User Needs (Information); Volunteers
IDENTIFIERS- *Jewish Day Schools

The practicum described in this report was designed to create a dynamic, functional media center with an interdisciplinary library skills program for students in kindergarten to grade 8 in a private Jewish day school in a residential neighborhood in a southeast coastal city enrolling 300 students. An additional goal was to use volunteers to organize the library collection.

ED 353 002 JC 920 587

Young, Dale A.
Preparing Minorities for Technical Higher Education.
PUB DATE- 92
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Basic Skills; *Black Students; *College Preparation; *College School Cooperation; *Cultural Awareness; Cultural Enrichment; Elementary Secondary Education; High Risk Students; High School Students; *Minority Groups; Program Descriptions; Program Design; Program Development; Self Esteem; Study Skills; Summer Programs; Technical Institutes; Two Year Colleges

In 1979, Stark Technical College (STC) in Canton, Ohio, launched the Project for Academic Excellence (PAX) with the overall objective of identifying minority elementary and junior high school students of at least average ability and motivating them to prepare for higher education. During the academic year, PAX operates two 10-week Saturday School sessions for students in grades 3 through 9, emphasizing the basics of math and science, communication skills, self-awareness, and multicultural appreciation. Current enrollment is between 75 to 100 students per session. A Summer Institute, with classes in science, reading, math, and study skills, was initiated in 1982, with enrollment limited to students in grades 7 through 10. The broad goals of PAX are to prepare black youth for technical and professional jobs and to prevent juvenile delinquency through development of a positive self-identity. PAX instructors, comprised largely of STC faculty, work on a volunteer basis. All program staff are encouraged to develop an understanding of black culture through recommended readings and by attending cultural events. Another summer program, STRIVE (Study, Think, Investigate, Volunteer, and Excel), was initiated by STC and a local community association. The program includes instruction in math, science, speech writing, black history, and self-esteem, as well as a college-experience segment and a tutor training component. Appendixes include student and teacher applications, promotional materials, home study guides, evaluation forms, class schedules, and budget tables. (PAA)

ED 353 003 JC 930 009

Geddes, John; Golbetz, Thomas
Drop Out Remediation Study.
PUB DATE- May 92
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Numerical/Quantitative Data (110)
DESCRIPTORS- Administrator Attitudes; Community Colleges; Comparative Analysis; Dropout Attitudes; *Dropout Prevention; Dropout Research; Dropouts; *High Risk Students; Remedial Programs; *School Holding Power; School Surveys; *Student Attitudes; Student Behavior; Teacher Attitudes; Two Year Colleges; Two Year College Students; *Withdrawal (Education)
IDENTIFIERS- *San Diego City College CA

During spring 1991, a study was conducted at San Diego City

ED 353 020 JC 930 050

Ratliffe, Sharon A.
Annual Survey Provides Professional Development Profiles.
PUB DATE- 93
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Numerical/Quantitative Data (110)
DESCRIPTORS- Administrator Attitudes; *Administrator Responsibility; *Administrator Role; Administrators; Administrator Selection; Advisory Committees; Community Colleges; Comparative Analysis; Educational Research; *Faculty Development; Professional Development; School Surveys; *Staff Development; Two Year Colleges
IDENTIFIERS- *California Community Colleges

In September 1992, a mail survey was conducted of staff development coordinators (SDC's) at California community colleges. A total of 56 colleges returned usable surveys. Where appropriate, survey results were compared with findings from 1990 and 1991 surveys of SDC's. Results from the 1992 survey included the following: (1) between 1990 and 1992, SDC's responsibilities steadily increased, while clerical support and reassigned time remained the same or decreased; (2) 38% of the respondents were new to the position of SDC; (3) over the 3-year period, the percentage of SDC's classified as administrators increased from 20% to 29%; (4) 73% of the respondents indicated that there was no change in reassigned time from the previous year; (5) approximately 20% of the respondents reported having no clerical support, up 2% from 1991; (6) 80% of the SDC's reported being responsible for writing the Human Development Resource Plan, while 88% were responsible for evaluating all staff development activities, both representing increases from the previous year; (7) the average Staff Development Advisory Committee (SDAC) included 12 members, and approximately one-third of SDAC's were chaired by the SDC; (8) there was a steady trend across the 3-year period of assigning dollar amounts of development funds by employee category (46% in 1992), while 50% continue to base funding on annual needs assessments; and (9) respondents reported that classified workshops and off-campus extended workshops were the most successful development activities. Data tables and the survey instrument are included. (PAA)

ED 353 021 JC 930 051

Shumaker, Paul E.
Connections for Community Education through Access Cable Television.
PUB DATE- Oct 92
NOTE- 7p.; Paper presented at the Annual Computer Conference of the League for Innovation in the Community College (9th, Orlando, FL, October 21-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cable Television; Community Colleges; Distance Education; Educational Innovation; *Educational Television; Mass Instruction; Program Costs; Program Descriptions; *Programing (Broadcast); Public Television; *Telecourses;

ED 353 038 PS 020 783

Jones, Kathleen F.
Job Satisfaction, Commitment to Professionalism, and Perceived Support Systems in Family Day Care Providers.
PUB DATE- May 91
NOTE- 64p.; Master's field research report, National-Louis University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Child Caregivers; Comparative Analysis; Early Childhood Education; *Employee Attitudes; *Family Day Care; *Job Satisfaction; Professional Development; Professional Training; Questionnaires; *Social Support Groups
IDENTIFIERS- *Caregiver Attitudes; Commitment; Professionalism

This study compared the job satisfaction, professional commitment, and perceived level of support from peers of family day care providers who were in networking groups or who worked in isolation. Subjects were providers in suburban Chicago, 30 of whom were associated with a network and 30 of whom were independent providers. Subjects were surveyed by telephone. Results did not support the hypothesis that providers who worked in networks would exhibit higher job satisfaction than those who did not. The data did support the hypothesis that providers who worked in networks would have more training and higher commitment to professionalism than those who did not. Support for this hypothesis was shown by the professional and businesslike attitude exhibited by the providers working in networks, which was in contrast to the family-oriented attitude of the independent providers, and by the low number of independent providers who reported having more than one year of experience. A copy of the survey, tables of data, and a list of 41 references are provided. (HTH)

ED 353 039 PS 020 788

Hesser, Phil
Learning for All: Bridging Domestic and International Education. Conference Report (Alexandria, Virginia, October 30-November 1, 1991).
PUB DATE- 91
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Access to Education; Adult Education; Basic Skills; Child Development; Child Health; Distance Education; Early Childhood Education; *Educational Change; *Educational Improvement; *Educational Media; Educational Needs; Educational Television; Educational Trends; Elementary Secondary Education; Foreign Countries; *Futures (of Society); Global Approach; *International Cooperation; Technological Advancement
IDENTIFIERS- *Educational Issues; Integrated Services; United States

Intended to serve as a briefing book on issues concerning basic education in the United States and around the world, this report describes the proceedings of a conference. Following written greetings from Barbara Bush and the president of USCEFA, the report features a summary of the opening and closing plenary sessions and the panel discussions, which explored three principal themes: (1) addressing the needs of

ED 353 057 PS 020 946

Hamilton, Alicita; And Others
Education in Jefferson County: The Changing Scene.
PUB DATE- Jan 92
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; Accreditation (Institutions); Class Size; *Educational Change; *Educational Quality; Elementary Secondary Education; Exceptional Persons; High School Equivalency Programs; Home Schooling; Learning Readiness; *Middle Schools; *Preschool Education; *Primary Education; Public Schools; School Community Relationship; Staff Development
IDENTIFIERS- *Jefferson County School District CO

This report describes significant changes which have taken place in the public schools of Jefferson County, Colorado, and discusses issues which affect the quality of education in the county's school district. After a brief introduction, the report profiles the Jefferson County Public School District, presents information about the county's public school system in 1990-91, and discusses goals for change in the future. The report examines research that could be used as a basis for these changes. The research focuses on the grade ranges of preschool to third grade and middle school, and on the issue of class size. Additional issues facing Jefferson County Schools are: (1) accountability and accreditation; (2) staff development; (3) readiness to learn; (4) exceptional student services; (5) alternative programs for high school completion; (6) alternatives to public school education; and (7) community-school relations. A list of 49 references and appendices presenting information related to the Jefferson County Public School District are provided. (MM)

ED 353 058 PS 020 966

Honig, Alice Sterling
Mental Health for Babies: What Do Theory and Research Teach Us?
PUB DATE- Nov 92
NOTE- 24p.; Paper presented at the Annual Meeting of National Association for the Education of Young Children (New Orleans, LA, November 12-15, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Attachment Behavior; *Child Caregivers; Day Care; *Emotional Development; Infant Behavior; *Infants; Interpersonal Relationship; *Mental Health; Nonverbal Communication; Preschool Education; Theory Practice Relationship; *Toddlers
IDENTIFIERS- *Caregiver Role; *Emotional Distress

The increase in the number of infants and toddlers experiencing nonparental care creates an urgent need for the insights of theorists, clinicians, and researchers. These insights can help caretakers promote the mental health of infants and toddlers. Although caregivers usually provide sufficient support of

ED 353 077 PS 021 056

Garden, Carol F.
Early Childhood Care and Education Reforms in New Zealand.
PUB DATE- Aug 92
NOTE- 11p.; Paper presented at the World Congress of the Organisation Mondiale pour l'Education Prescholaire (OMEP), or World Organization for Early Childhood Education (20th, Flagstaff, AZ, August 2-7, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Organization; Day Care; *Educational Change; *Educational Improvement; Educational Needs; Kindergarten; Parent Participation; Parent School Relationship; *Preschool Education; Public Agencies
IDENTIFIERS- Maori (People); *New Zealand

In response to parents' needs, New Zealand has developed a diverse range of early childhood care and education services. These services include kindergarten programs; child care centers with trained staff; play centers that are parent cooperatives; Te Kohanga Reo (Maori speaking centers) located on tribal property; home-based networks (clusters of homes under the supervision of chartered home-based care arrangers); preschool classes in primary schools; the early childhood department of the New Zealand Correspondence School; and play groups funded by the Early Childhood Development Unit. Although these services are commendable, there are problems of fragmentation, inequality, and unacceptable diversity in the range of standards within and between services. In 1988, the government of New Zealand focused on goals of equity, quality, efficiency, effectiveness, and economy in its early childhood services. Policies were set to establish: (1) regulations, codes of practice, charter guidelines, and state bulk grant funding for early childhood centers; (2) early childhood curriculum guidelines; and (3) a qualifications framework for early childhood education. In 1989, new agencies were established to implement these reforms, and since that time, the reforms have been successfully implemented. In spite of some difficulties in adjusting to changes in certain programs, most services have seen clear advantages from the reforms. (MM)

ED 353 078 PS 021 064

School-Age Child-Care/"Latch-Key" Programs. Implementation Handbook for Indiana Schools. First Edition.
PUB DATE- 92
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *After School Programs; Ancillary School Services; Check Lists; Elementary Education; Financial Support; *Latchkey Children; *Program Implementation; *School Age Day Care; School Districts; School Policy; Standards; *State Legislation; *State Programs; Surveys
IDENTIFIERS- *Indiana

This handbook is designed to provide local school corporations

ED 353 098 RC 018 897

Schilit, Jeffrey; Nimnicht, Glen
The Florida Survey of Newly Legalized Persons.
SPONS. AGENCY- Florida State Dept. of Health and Rehabilitative Services, Tallahassee.
PUB DATE- 90
NOTE- 194p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Agricultural Laborers; Demography; Economic Status; *Educational Attainment; *Education Work Relationship; Employment Patterns; *Haitians; Health Insurance; *Hispanic Americans; *Immigrants; Income; Language Proficiency; Physical Health; Population Trends; Residential Patterns; Sex Differences; Surveys
IDENTIFIERS- *Florida; *Immigration Reform and Control Act 1986

This study was conducted to gather more definitive information about aliens who were newly legalized under the Immigration Reform and Control Act of 1986. Two groups of eligible legal aliens were interviewed in Florida: those residing in the United States before 1982 (PRE-82s) and special agricultural workers (SAWs). The 1,300 subjects were asked questions on health, employment and income, education, language proficiency, and housing and transportation. The survey data were broken down by ethnic group (Haitian and Hispanic), gender, and interview site (adult-education centers and nonschool sites). The findings indicated that there were more differences based upon sex and ethnic group, than upon being a SAW or a PRE-82. The average level of schooling was significantly higher for Hispanic immigrants, with a positive relationship between school achievement, English proficiency, and employment. Unemployment had been suffered by 25 percent of the PRE-82s within the previous 6 months, a majority citing illness as the cause. SAWs tended to fall into lower- and middle-income brackets, while PRE-82s fell into the higher brackets. Lack of child care was highlighted as an employment-related problem, and an alarming number of aliens had no medical coverage. Implications of the study for adult education, language programs, and work are discusssed. (TES)

ED 353 099 RC 018 898

Indian Children in Ontario's Juvenile Justice and Child Welfare Systems, 1983-1984.
PUB DATE- Jan 85
NOTE- 8p.; For previous report, see RC 018 899.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; *Canada Natives; *Children; *Child Welfare; Data Collection; Delinquency; Foreign Countries; Juvenile Courts; *Juvenile Justice; *Reservation American Indians
IDENTIFIERS- *Ontario

This fact sheet documents the overrepresentation of status Indian youth in the juvenile justice and child welfare systems of Ontario (Canada). Data are limited to children and youth, age 0-19, whose parents resided on an Indian reserve; who were dealt with by the family court (not criminal court); and whose disposition was probation, training school, observation and

ED 353 117 RC 018 936

Gillis, H. L.; McLeod, Jay A.
Successful Indoor Adventure Activities for Treating Substance Abuse with Adjudicated Adolescents and Incarcerated Adults.
PUB DATE- Oct 92
NOTE- 10p.; In: Hanna, Glenda M., Ed. Celebrating Our Tradition Charting Our Future: Proceedings of the International Conference of the Association for Experiential Education (20th, Banff, Alberta, Canada, October 8-11, 1992); see RC 018 928.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescents; Adults; *Adventure Education; *Correctional Rehabilitation; *Experiential Learning; Learning Activities; Outdoor Education; Postsecondary Education; *Prisoners; Program Implementation; Secondary Education; *Substance Abuse
IDENTIFIERS- Georgia

This paper describes successful indoor adventure activities that are used in the Georgia correctional system for treating substance abuse with adolescents and adults. An experiential style of learning is appropriate for adolescent and adult offenders who have typically not done well in traditional settings and are usually slow- or poorly-achieving students. In order for learning to be generalized into everyday life it is necessary for the participant to debrief what happened both physically and emotionally during adventure activities. Treatment programs based on adventure education in Georgia's juvenile system were designed to enhance and expand drug use treatment services for male and female offenders. A newly designed program also works for adult offenders. Because of limitations imposed for security reasons, adventure activities need to be designed specifically for this population for indoor use. A description of indoor activities include quail shooter's delight, group juggling, line up, blind line up, and mine field. These activities were designed to promote team spirit and to strengthen the bond within the group. Debriefing after activities encourages participants to focus on their feelings and appropriate expression of feelings. The described activities demonstrate how traditional adventure programming ideas can be used successfully in an indoor setting when working with substance-abusing adolescents or adults who are incarcerated. (LP)

ED 353 118 RC 018 937

McGraw, Peter
Transfer Problems in Outdoor Management Development Programs and How to Overcome Them.
PUB DATE- Oct 92
NOTE- 10p.; In: Hanna, Glenda M., Ed. Celebrating Our Tradition Charting Our Future: Proceedings of the International Conference of the Association for Experiential Education (20th, Banff, Alberta, Canada, October 8-11, 1992); see RC 018 928.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Administration; *Corporate Education; *Experiential Learning; *Generalization; *Management Development; *Outdoor

ED 353 135 SE 053 063

Civil, Marta
Prospective Elementary Teachers' Thinking about Teaching Mathematics.
PUB DATE- Apr 92
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; Course Content; Discussion (Teaching Technique); *Education Majors; Elementary Education; Elementary School Teachers; Higher Education; Interviews; Mathematics; Mathematics Education; *Mathematics Instruction; *Preservice Teacher Education; Qualitative Research; Small Group Instruction; *Student Attitudes; Student Journals; *Teacher Attitudes
IDENTIFIERS- *Preservice Teachers

This paper analyzes the views about teaching mathematics held by eight preservice elementary teachers enrolled in a mathematics course that emphasized small group discussion and an exploratory approach to mathematics. Analysis of the students' diaries, interviews, and group discussions reveal a body of traditional views about teaching mathematics in clear contrast with the message of the course. Although students showed progress as reflective learners of mathematics, the effect of the experience as teachers is unclear. The paper addresses the need to work towards teacher education models that combine these experiences in mathematics with a successful transition into the school world. (Author)

ED 353 136 SE 053 064

Moore, William P.
The Southwest Science and Mathematics Magnet High School: 1988-1989; 1989-1990; 1990-1991. Summative Evaluation.
SPONS. AGENCY- Kansas City School District, Mo.
PUB DATE- Aug 91
NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Demonstration Programs; *Enrollment; High Schools; Institutional Characteristics; *Magnet Schools; Mathematics Achievement; Mathematics Education; Mathematics Instruction; *Program Evaluation; Racial Differences; Reading Achievement; School Demography; *School Desegregation; *School Effectiveness; School Surveys; Science Education; Science Instruction; Summative Evaluation; Tables (Data); Writing Achievement
IDENTIFIERS- Hands On Experience; Kansas City Public Schools MO; Missouri Mastery and Achievement Test

This report evaluates the implementation of the "Long-Range Magnet School Plan" at Southwest High School, a mathematics and science magnet school in Kansas City, Missouri. The evaluation covers the academic years from 1988-89 through 1990-91. After an executive summary and an introduction that describes the program, the report is presented in five sections. The first section reports enrollment and racial composition data of the school by grade in order to examine enrollment trends prior to

ED 353 151 SE 053 158

Gilmour, Margy; McGregor, Cathy, Ed.
Popcorn. A Language Development Unit for Science. Matter and Energy. Grade One.
PUB DATE- 88
NOTE- 107p.; For other documents in this series, see SE 053 148-150, SE 053 153, SE 053 156-157, SE 053 160-161, and SE 053 163-164; for the overview of this program, see SE 053 072.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Childrens Literature; Concept Formation; Curriculum Guides; *Elementary School Science; English (Second Language); English Instruction; Foreign Countries; *Fused Curriculum; Grade 1; Integrated Curriculum; *Language Arts; *Language Skills; Learning Activities; Mathematics Instruction; *Matter; Physical Sciences; Primary Education; Process Education; *Science Instruction; Social Studies; Units of Study
IDENTIFIERS- Northwest Territories; *Popcorn

One of the basic principles of the Language Development Approach is that students must learn the language necessary to understand, talk, and write about all subject areas in order to succeed in school. This book contains information about teaching primary school science in the Northwest Territories with lessons that emphasize language. The goals of the unit are to (1) develop student language proficiency; (2) provide opportunities for students to use language in many different situations and for many different purposes; (3) develop student listening, speaking, reading, writing, and thinking skills including the science process skills; and (4) expand student knowledge of the science concepts related to popcorn, matter, and energy. Following a section on resources (background information on popcorn, resources included with this unit--patterns and worksheet, and related English materials--magazines, lists of children's books about popcorn, teacher's resources, films, etc.), lesson plans on three topics (properties of a solid, changes in properties of solids, and popcorn is a solid) are presented. Activity ideas for science/social studies, mathematics, language arts, music/poems/stories, art, physical education/movement, and special activities are suggested. Each lesson plan contains the following segments--exercises or activities: science concepts, English vocabulary, English sentence patterns, English language concepts, special materials required, concept development/language exposure, language practice, and application. Poems, songs, and stories on this subject conclude the guide. The lessons are appropriate for students whose first language is English as well as for students who are learning English as a second language. (PR/CW)

ED 353 152 SE 053 160

Gilmour, Margy; McGregor, Cathy, Ed.
Sub-Arctic Land Animals. A Language Development Unit for Science. Life and the Environment: Living/Non-Living Things. Grade One.
PUB DATE- 85
NOTE- 138p.; For other documents in this series, see SE 053 148-150, SE 053 153, SE 053 156-158, SE 053 161, and SE 053 163-164; for the overview of this program, see SE 053 072.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.

ED 353 169 SO 022 096

Utilizing Foundational Perspectives.
SPONS. AGENCY- Cincinnati Univ., Ohio.
PUB DATE- 91
NOTE- 109p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Action; Cooperative Learning; Educational Policy; Elementary Education; Elementary School Students; Foreign Countries; *Foundations of Education; Mathematics Instruction; Parent Participation; Parent Teacher Cooperation; Student Role
IDENTIFIERS- USSR

This theme issue of "Educational Foundations" contains five articles that utilize an array of foundational perspectives that give reader insight into the organization of schools, the viewpoints of children and parents, the ideological and political nature of community organizing, and mathematics instruction in the Soviet Union. In "Cooperative Learning: Liberatory Praxis or Hamburger Helper," Mara Sapon-Shevin critically examines the incongruities between the assumptions informing cooperative learning practices and the institutional norms governing the organization of schools, universities, and colleges. Ruthanne Kurth-Schai's "Educational Systems Design by Children for Children" challenges scholars and researchers in educational foundations to allow children to influence processes of policy design and evaluation. Lorraine Harner and Helen Davis's work, "Points of View: Parent-Teacher Talk," is a dialogue and "meta-view" authored by a parent and a teacher, who each describe their recollections of the parent-teacher conference in which they had participated. In his essay, "Pedagogy, Community Organizing, and American Neopopulism," Stephen Haymes argues in agreement with critical theorists that pedagogy as a form of cultural politics involves defining and redefining an ideological map of the cultural territory. Haymes applies this notion to the process of community organizing to illustrate the "emancipating possibilities" of a "value-based" approach to community organizing. In "Educating Mathematicians in the USSR," Beverly J. Ferruci, Richard Evans, and Oleg V. Anashkin present their analysis of the mathematics program of study at Simferopol University as a "model to emulate." (DB)

ED 353 170 SO 022 142

From Victory to Freedom: The African American Experience. Curriculum Guide: Elementary and Middle School Course of Study.
SPONS. AGENCY- Columbus Junior League, Ohio.; RJR Nabisco Foundation, Parsippany, NJ.
PUB DATE- 91
NOTE- 135p.; A project of the Ohio Historical Society. For the secondary school curriculum, see SO 022 143. Title on cover differs slightly from title page.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Black Culture; *Black History; *Blacks; Civil Rights; Cultural Education; Elementary Education; Elementary School Curriculum; Fine Arts; Sciences; *Social Studies; United States History

ED 353 195 SO 022 622

LaBianco, Claudine R.
Teaching about City Life in Chicago.
PUB DATE- May 91
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Community Characteristics; Community Study; Elementary Secondary Education; *Instructional Materials; *Learning Activities; *Local History; Social Studies; *Urban Areas
IDENTIFIERS- *Illinois (Chicago)

These materials discuss the history of Chicago, Illinois, including prominent persons in the city's past, and landmarks for which Chicago is well known. A number of activities are suggested, some of which concern Chicago's industries, historical sites, architecture, newspapers, ethnic groups, and history. A list of books about Chicago for children, a list of filmstrips and videos, and a bibliography are included. (DB)

ED 353 196 SO 022 624

Hedley, Charlee
Africa: Into Reality. An Integrated Unit Plan in Social and Natural Science.
PUB DATE- 92
NOTE- 134p.; Some of the photographs, diagrams, and pages extracted from other sources may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *African Culture; African History; *African Studies; Cultural Education; Elementary Secondary Education; Foreign Countries; Foreign Culture; Geography Instruction; *Social Studies; Units of Study
IDENTIFIERS- *Africa

This unit is intended to dispel misconceptions students may have about Africa and its people, and to help students to develop a greater appreciation of that land and its people. The unit focuses upon the physical aspects of Africa and the customs, religion, and attitudes of its people. Ten lessons are included: (1) The continent of Africa; (2) The topography of Africa and stereotypes; (3) Weather and dress; (4) The desert and a day in the life of African teens; (5) Pyramids and religions in Africa; (6) The rainforest and African cuisine and etiquette; (7) The savanna and its effects on people; (8) African exports and its international effects; (9) The unit nears the end--an African meal; and (10) Written exam and "fun with Africa." A bibliography also is included. (DB)

ED 353 197 SO 022 636

Holidays. Instructional Media Advisory List.
PUB DATE- 91
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Educational Resources;

ED 353 217 SP 034 176

Realizing Teacher Reform: A State Action Plan for Developing the Profession.
PUB DATE- Oct 90
NOTE- 47p.; Recommendations made by the Study Group on Teaching of the National Association of School Boards of Education.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; *Change Strategies; Elementary Secondary Education; Faculty Development; Incentives; *Minority Group Teachers; *Policy Formation; State Boards of Education; Teacher Certification; *Teacher Education Programs; Teacher Improvement; *Teaching (Occupation); *Teaching Conditions
IDENTIFIERS- National Association of State Boards of Education

This report explores what state boards of education can do to enhance the performance of classroom teachers, and it looks at those areas within the teaching profession that are ripe for improvement. The document focuses on four main areas upon which state boards of education have direct impact: (1) revamping policies and regulations for teacher training programs, making them less prescriptive and more outcome-based; (2) revising teacher licensure and certification by developing a tiered system which distinguishes between initial or provisional and professional competencies; (3) differentiating among teachers in their work and pay by restructuring incentives and placing new importance on accountability systems; and (4) bolstering the minority teaching force by removing policies and practices that discourage qualified minority candidates from entering and remaining in the teaching profession. (Contains 50 references.) (LL)

ED 353 218 SP 034 185

Volkov, Vladimir M.; Milner, Evgeny G.
Man and Running. Russia's Best-Selling Book on Exercise, Health, and Medicine. A Worldwide Literature Search.
PUB DATE- 92
NOTE- 136p.; Translated from Russian by Daniel C. Drew and others. Original Soviet publisher: Izdatelstvo Physkultura I Sport, Moscow, 1987.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adults; Aerobics; *Cardiovascular System; *Exercise Physiology; Foreign Countries; Health Promotion; Heart Disorders; Literature Reviews; *Physical Fitness; *Running; *Sports Medicine; *Training
IDENTIFIERS- *Russia

This book attempts to systematize and generalize the data of world literature concerning the advantages of fast walking and slow running for persons with various cardiovascular diseases. The information and the fitness program outlined are based on experience and research conducted at the Nadezha Health Club in Smolensk, Russia. Major risk factors for cardiovascular disease are discussed, as well as how development of coronary disease can be attenuated or arrested by a prolonged routine of jogging. The effects of fitness running are also outlined in relation to certain diseases and conditions: diseases of the blood vessels of the lower extremities, neurasthenia, gastrointestinal disease, diabetes, and obesity. A section is also

ED 353 236 SP 034 256

Cushing, Katherine S.; Kerrins, Judith A.
Cooperative Learning Instruction: Effects of Wanting or Not Wanting To Participate on Mathematics Achievement.
PUB DATE- Apr 91
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Cooperative Learning; Educational Benefits; *Elementary School Mathematics; Grade 5; Intermediate Grades; Interpersonal Relationship; *Mathematics Achievement; *Socialization; *Student Attitudes; *Student Characteristics; Student Participation; Teaching Experience
IDENTIFIERS- FIRO B Scale; SRA Survey of Basic Skills

This study was designed to investigate differential achievement effects of cooperative learning instruction in mathematics on students who seek group membership and on those who do not. The study was conducted in a suburban school district in Colorado. Participants were 3 classes of 5th-grade students (N=56) along with teachers who had received extensive training in cooperative learning methodology. At the beginning of the school year the Fundamental Interpersonal Relations Orientation B (FIRO-B) was administered to students. In addition, students were pre-tested in October and post-tested in May on the mathematics scale of the SRA Survey of Basic Skills achievement test. Teachers provided an average of 32 percent of mathematics instruction using cooperative learning methodology. Results suggest that something other than a desire for group membership mediates academic success; and regardless of a student's desire to participate, cooperative learning is equally effective in terms of achievement measures. Thus, students can be instructed in both academic and social skills simultaneously without concern for socialization or isolation references. (Contains nine references.) (LL)

ED 353 237 SP 034 257

Rancifer, Jesse L.
Defining Teacher Education by Recognizing What Students Expect from Educational Experiences.
PUB DATE- Nov 92
NOTE- 13p.; Paper presented at the Annual Conference of the Southeastern Regional Association of Teacher Educators (39th, Jackson, MS, November 4-7, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; Educational Improvement; Educational Objectives; Educational Research; Higher Education; Preservice Teacher Education; Secondary Education; *Student Attitudes; *Student Teachers; *Student Teaching; Teacher Education Curriculum; Teacher Education Programs; *Teaching Experience; *Teaching Skills
IDENTIFIERS- Preservice Teachers

This paper describes a study designed to determine the congruency of preservice student learning experiences with student needs and expectations. During the 1991-1992 academic year, 39 secondary student teachers responded to 3 analytical questions

ED 353 256 SP 034 288

Educator Reserve Pool Study.
PUB DATE- 92
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrators; Elementary Secondary Education; Employment Opportunities; *Labor Force; *Reentry Workers; School Counselors; *Staff Development; State Surveys; Teachers; *Teacher Supply and Demand
IDENTIFIERS- *Oregon

The reserve pool is an important part of the educator supply pool in Oregon and in the nation. The Oregon reserve pool consists of those teachers, counselors, and administrators who hold active Oregon licenses but are not currently employed in an Oregon public school. To provide information on educator supply and demand needed to prepare for reforms called for in the Oregon Educational Act for the 21st Century (HB 3565), a 2-phase study was conducted. In phase 1 a reserve pool population of 17,903 educators was identified. In phase 2, 1,186 of these educators were surveyed by mail. In general, the reserve pool respondents are experienced. The reserve pool appears to be a major source of substitute teachers. Nearly half of the respondents who are not currently working in education plan to look actively for full-time K-12 positions in the near future. Many in the reserve pool who are interested in obtaining school employment indicate a willingness to complete additional training in a specialty area if a school position were available. Training areas of greatest interest include mathematics, science, special education, reading, counseling, social studies, and language arts. For about half of the respondents, training programs are accessible. (IAH)

ED 353 257 SP 034 289

Pena, Sally J.; Klug, Beverly J.
Emergent Multiculturalism: A Rural Model.
PUB DATE- 92
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indians; Blacks; Cultural Pluralism; Elementary Secondary Education; *Ethnic Distribution; Higher Education; Hispanic Americans; *Holistic Approach; Minority Group Children; *Minority Groups; Models; *Multicultural Education; Preservice Teacher Education; *Rural Population; Teacher Educators
IDENTIFIERS- University of Idaho

Creating a relevant integrated multicultural education program in a sparsely populated, rural, mountainous state (Idaho) whose minority residents constitute barely 5 percent of the population poses unique challenges not present in more populated urban areas. The population of Idaho is 94.5 percent White, 5.3 percent Hispanic, 1.4 percent American Indian, and 0.3 percent Black. Minority populations experience a significantly lower standard of living and are less educated than their White counterparts. This document describes the efforts of the College of Education faculty at the University of Idaho to ensure that preservice teachers develop the needed

ED 353 276 TM 018 983

Lytton, Channon R.; Gadzella, Bernadette M.
Analysis of an Instrument on a Quality Professor.
PUB DATE- Nov 91
NOTE- 11p.; Paper presented at the Annual Meeting of the Texas Psychological Association (San Antonio, TX, November 9, 1991).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Educational Quality; Higher Education; Instructional Effectiveness; *Likert Scales; *Professors; *Questionnaires; Student Evaluation of Teacher Performance; *Teacher Characteristics; *Test Reliability
IDENTIFIERS- Alpha Coefficient; Pearson Product Moment Correlation; *Students Views of Ideal Professor Questionnaire; Test Retest Reliability

The reliability of the questionnaire, Students' Views of an Ideal Professor, was studied. Subjects were 86 students (35 males and 51 females) who were enrolled in psychology classes at a state university. Subjects included 34 freshmen, 27 sophomores, 20 juniors, 4 seniors, and 1 graduate. The questionnaire consists of 25 characteristics of a quality professor. Subjects responded to the questionnaire twice within 12 days using a 5-point Likert scale of 5 as the most important, and 1 as the least important. The two responses to the questionnaire for each criterion were analyzed using the Pearson-product moment correlation and Cronbach's alpha (internal consistency). The correlations were all statistically significant. The five most important and the five least important criteria of an ideal professor were compared with findings reported in previous studies. The similar results show that the questionnaire is a statistically reliable instrument. Three tables present study data, and there is a 13-item list of references. (SLD)

ED 353 277 TM 018 984

Rogers, James R.; DeShon, Richard P.
Reliability of the Suicide Opinion Questionnaire.
PUB DATE- Apr 92
NOTE- 7p.; Paper presented at the Silver Anniversary Conference of the American Association of Suicidology (Chicago, IL, April 1-4, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Factor Structure; Higher Education; Item Analysis; *Models; *Psychometrics; *Questionnaires; Student Attitudes; *Suicide; Test Construction; *Test Reliability; *Undergraduate Students
IDENTIFIERS- Confirmatory Factor Analysis; Exploratory Factor Analysis; *Suicide Opinion Questionnaire

The lack of systematic psychometric information on the Suicide Opinion Questionnaire (SOQ) was addressed by investigating the factor structure and reliability of the eight-factor clinical scale model (mental illness, cry for help, right to die, religion, impulsivity, normality, aggression, and moral evil), developed for interpreting responses to the SOQ. Participants were 237 undergraduates (93 males and 144 females) from a large university. Confirmatory factor analysis, exploratory factor analysis, and item analysis were performed to examine model

ED 353 296 TM 019 311

Paul, Richard; Nosich, Gerald M.
A Model for the National Assessment of Higher Order Thinking.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 92
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Standards; *Cognitive Measurement; *Critical Thinking; Educational Assessment; Educational Change; Elementary Secondary Education; *Evaluation Criteria; Intelligence; Models; National Competency Tests; National Programs; Problem Solving; *Student Evaluation; Testing Programs; *Thinking Skills
IDENTIFIERS- *Elements of Reasoning; Reform Efforts

This document provides a model for the national assessment of higher order thinking and consists of a preface and four main sections. The preface discusses the problem of lower order learning, summarizes the state of research into critical thinking and instructional reform, and explains the structure of the paper. Section 1 of the paper describes 21 criteria for higher order thinking assessment. Section 2 makes the case for how "a rich substantive concept of critical thinking" meets these 21 criteria, and highlights the dangers of a non-substantive concept of critical thinking. Section 3 outlines four domains of critical thinking (elements of thought, abilities or basic modes of reasoning, affective dimensions, and universal intellectual standards). Section 4 makes substantive recommendations regarding how to assess the various domains of critical thinking, the test strategies that may be used (including multiple rating items and essay items), the value of the proposed strategy for educational reform, and the suggested implementation of the proposed assessment. An assessment of the results of critical thinking instruction should focus on thinking within the framework of particular academic subjects and thinking in interdisciplinary contexts that are important for functioning as an autonomous well-informed productive member of a democracy. Seven figures are included. (RLC)

ED 353 297 TM 019 349

Crawford, A. E., II
UNO ACT Class Profile, 1989-90 and 1990-91.
PUB DATE- 91
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Achievement Tests; College Entrance Examinations; *College Freshmen; English; Higher Education; Mathematics Tests; National Programs; Natural Sciences; *Predictive Measurement; *Profiles; Research Reports; Scores; Social Studies; *Student Characteristics; Student Evaluation; Testing Programs; Test Results
IDENTIFIERS- *American College Testing Program; Composite Scores; *University of Nebraska Omaha

The report "UNO Act Class Profile, 1989-90" in the first of two serial issues presents salient parts of data from "The Class Profile Report" of the American College Testing (ACT)

ED 353 314 TM 019 378

Sikka, Anjoo
Responses of African-American Students on the Torrance Tests of Creative Thinking (Figural).
PUB DATE- Nov 92
NOTE- 14p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Knoxville, TN, November 11-13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Students; *Cognitive Tests; Comparative Testing; *Creative Thinking; Creativity; *Elementary School Students; Grade 4; Grade 5; Grade 6; Intermediate Grades; Public Schools; *Response Style (Tests); Test Results; Visualization; Visual Stimuli
IDENTIFIERS- *African Americans; Mississippi; *Torrance Tests of Creative Thinking

Sixty fourth, fifth, and sixth grade African American students (37 males and 23 females) at a public school in northeast Mississippi were administered the Torrance Tests of Creative Thinking--Figural Form A (TTCT). Subjects were from 9 to 13 years old. The TTCT consists of 3 subtests: (1) picture construction (1 stimulus); (2) picture completion (10 stimuli); and (3) lines (30 stimuli). Data analysis revealed a below average standard score for creative thinking abilities and standard score average. Creative strengths were found in the areas of unusual visualization, emotional expressiveness, and expressiveness of titles. Individual responses were categorized into relevant responses, irrelevant responses, and no responses. On an average, 17 responses were not attempted in the last activity, the lines test. Possible explanations for these results are presented. Four tables are included. (Author/RLC)

ED 353 315 TM 019 379

Tannehill, Rhonda L.
Assessing Creativity in Native American Students Using the Torrance Tests of Creative Thinking, Figural Form A.
PUB DATE- Nov 92
NOTE- 9p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Knoxville, TN, November 11-13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indians; Cognitive Style; *Cognitive Tests; *Creative Thinking; Creativity; *Cultural Traits; *Elementary School Students; Grade 4; Grade 6; Intermediate Grades; *Response Style (Tests); Test Results
IDENTIFIERS- Cherokee (Tribe); Native Americans; Oklahoma; *Torrance Tests of Creative Thinking

Creative thinking styles of Native American students were investigated to determine the existence of creativity as a homogeneous trait among this culture. Seventy-nine Cherokee students in grades 4 and 6, attending a small rural school in eastern Oklahoma, were administered the Torrance Tests of Creative Thinking--Figural Form A. Thirty-eight fourth graders (19 males and 19 females) were assessed. Forty-one sixth

ED 353 332 TM 019 398

Daniel, Thomas
Observations of the Statistical Procedures Used in the "Journal of Research in Music Education," 1987-1991.
PUB DATE- Nov 92
NOTE- 19p.; Paper presented at the Annual Meeting of the Mid-South Education Research Association (Knoxville, TN, November 11-13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computation; Computer Software; *Educational Research; Educational Trends; Effect Size; Elementary Secondary Education; Higher Education; Incidence; Literature Reviews; Longitudinal Studies; Meta Analysis; Music Education; *Periodicals; *Research Methodology; Research Reports; Sample Size; *Statistical Analysis
IDENTIFIERS- Alpha Coefficient; *Journal of Research in Music Education; Power (Statistics)

This paper studies statistical procedures used in the "Journal of Research in Music Education" (JRME) over a 5-year period (1987 through 1991). The results are compared with those of L. D. Goodwin and W. L. Goodwin (1985) concerning the "American Educational Research Journal" for the same period. In all, 78 quantitative and 31 non-quantitative JRME articles were used. A 10-item summation chart was developed (power, alpha, effect size, sample size, basic procedures, method of computation, basic assumptions, references, repeated univariate, and other). Results for individual articles were grouped into issue totals, volume totals, and overall item totals. The results agree with those of Goodwin and Goodwin; basic, intermediate, advanced, and other techniques are used at about the same rate in both educational journals. Analysis of variance is currently the dominant statistical procedure in educational research. The chi square procedure was the next dominant statistical procedure used. Neither qualitative research nor non-parametric procedures are widely used. Power and effect size are mostly ignored in the behavioral sciences. Music education researchers must deal with power and effect size. Problems caused by researcher unfamiliarity with advanced computer packages and an over-abundance of stepwise regression are considered. Three tables are included. (RLC)

ED 353 333 TM 019 399

Enger, John M.; And Others
Response Rate Effects of Three Questionnaire Formats.
PUB DATE- Nov 92
NOTE- 8p.; Paper presented at the Annual Meeting of the Mid-South Education Research Association (Knoxville, TN, November 11-13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; *College Graduates; Comparative Testing; Educational Attitudes; *Graduate Surveys; Higher Education; *Mail Surveys; *Questionnaires; Rating Scales; Research Methodology; *Response Rates (Questionnaires); *Test

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Bilingual Education Programs; Bilingual Students; Elementary Secondary Education; English (Second Language); Equal Education; Family School Relationship; *Guidelines; *Hispanic Americans; Limited English Speaking; *Public Schools; School Policy; *School Surveys; Second Language Learning; Spanish Speaking; Staff Development
IDENTIFIERS- *Hispanic American Students; *Minnesota; Task Force Approach

This publication presents recommendations for improving educational success, excellence, and equity for Hispanic American students in Minnesota's public schools. The document describes the actions that established the Minnesota State Board of Education Hispanic Learner Task Force (HLTF), the procedures for developing the recommendations, and demographic information on Hispanic Americans in Minnesota. The HLTF's research consisted primarily of surveys of and interviews with parents, community representatives, students, and school staff. The findings and recommendations of the HLTF cover state policy and local districts. These recommendations call for improved communications, including an interagency clearinghouse and resource center, and improved parent-school communications; bilingual and bicultural early childhood education and family education; improved cultural sensitivity and school climate through staff development and school-wide events; Parent Advisory Councils in districts with funding for language programs; curriculum, instruction, and assessment improvement for equal access; teacher to pupil ratios of 1:25 for schools with Hispanic American students; staff development opportunities to learn about second-language acquisition and cultural awareness; and programs for community and adult education offering language services and job assistance. Appendixes provide the four surveys used and a glossary of six terms. (JB)

ED 353 352 UD 029 014

De Vries, Daniel
Slaying the Childhood Dragons: Empowering Hispanic ESOL High School Students for Achievement through Small Group Acculturation Modules.
PUB DATE- 92
NOTE- 222p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Acculturation; Compensatory Education; *English (Second Language); High Schools; *High School Students; *Hispanic Americans; *Individual Development; Practicums; Program Evaluation; Program Implementation; Second Language Learning; Small Group Instruction; Spanish Speaking; Student Attitudes
IDENTIFIERS- Dysfunctional Behavior; *Hispanic American Students; *Student Empowerment

A study was done to develop and evaluate a program designed to improve the academic and personal achievement of Hispanic American high school students. The study posited that the causes of Hispanic American students' belief that they could in regards to reported academic misconduct at disciplinary and departmental levels. The study used a hierarchical linear analysis with data from a nationwide survey of 2,000 graduate students in chemistry, civil engineering, microbiology, and sociology. The survey asked participants about their doctoral programs, academic and social experiences in their departments, their mentors, and experiences with ethical issues and research misconduct. The analysis suggests that the most localized contexts in which graduate students live, the discipline and department, have a great impact on their exposure to misconduct, which appears to be a profound socialization experience. Rates of observed misconduct appear to be department and discipline specific, and alterable characteristics of departmental environments condition the exposure of graduate students to a wide array of different forms of behavior that conflict with the image of "the good scientist." Two appendixes present additional technical information about the survey. (Contains 36 references.) (JB)

ED 352 910   HE 026 110

Carroll, James B.; Gmelch, Walter H.
The Relationship of Department Chair Roles to Importance of Chair Duties. ASHE Annual Meeting Paper.
PUB DATE- 29 Oct 92
NOTE- 21p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Minneapolis, MN, October 28-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; *Administrator Role; Administrators; Department Heads; Departments; Higher Education; *Noninstructional Responsibility; Surveys; Teacher Administrator Relationship
IDENTIFIERS- Administrator Behavior; *ASHE Annual Meeting

This study investigated what university and college department chairpersons believe are the most important duties of their position, how they view their roles, and the relationship of perceived roles and duties. Possible role definitions included seeing department chair work as leader, scholar, faculty developer, or manager. The study surveyed 800 department chairs from 100 higher education institutions with a 36-item questionnaire. Of those, 539 were returned. Analysis of the results indicated that chairs view those items which are of immediate benefit to the faculty and departments they chair as more important than activities which may benefit the university as a whole. Specifically, of the 10 chair duties selected as most important, eight describe aspects of faculty development, suggesting that chairs see assisting colleagues as of primary importance in their job. A clear association was seen between duties in which chairs believe they are effective and duties which they regard as most important. Gender differences between male and female chairs were observed with female chairs giving greater emphasis to remaining current in their discipline. In addition, leader and manager chairs who chair soft discipline departments gave greater emphasis to providing informal faculty leadership than did their hard discipline counterparts. (Contains 14 references.) (JB)

ED 352 911   HE 026 111

Amey, Marilyn J.

recruitment by gathering data on the present workforce and projecting retirement rates; (2) Training--gather data on present training efforts to determine future training needs and retool to meet these needs; (3) Products and Services--determine customer needs for the next decade by analyzing present products and services, and projecting changes in demand; (4) Technology--determine technology needed to meet customer demands by analyzing present equipment and exploring new technology that should be introduced into GPO; (5) Organizational Structure--determine best organizational structure to meet future product and capability needs by analyzing current and past organizational structures, and explore alternatives; (6) Financial Resources--determine resources needed and their availability by analyzing financial strength and resources, and explore alternatives; (7) Facilities--determine proper type, location, and work environment for GPO facilities by analyzing present facilities and explore available alternatives; (8) Legislative Environment--determine legislative changes required and analyze changes needed to accommodate GPO 2001. Each of these goal and activity areas is discussed in detail, and an outline of tactical plans for each area concludes the report. (ALF)

ED 352 928 IR 015 859

Pullen, Earnestine J.
Improve Teachers' Knowledge of How To Use Curriculum Related Video through Staff Development in an Elementary School.
PUB DATE- 12 Sep 92
NOTE- 75p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Critical Thinking; Critical Viewing; *Curriculum Enrichment; Educational Technology; Educational Television; Elementary Education; Elementary School Teachers; *Inservice Teacher Education; Interdisciplinary Approach; Questionnaires; *Staff Development; *Teacher Attitudes; Television Viewing; *Video Equipment

The goal of this practicum, which was achieved through staff development instructional programs and follow up experiences over a three month period, was to improve the knowledge of elementary school teachers in how to use curriculum related video. TV/video systems and educational programs were utilized to stimulate the critical thinking process of students in interdisciplinary subject areas. Initial and terminal assessments were made to determine if the expected outcomes were met. The teachers' performances and attitudes were reflected in measurement instruments, i.e., a teacher checklist, observation, and weekly circulation reports. The specific objective that was accomplished was that 20 out of 40 teachers at the work setting felt that they could effectively use video equipment and programs as part of their instructional program. Five appendices contain: a form for reporting daily media and equipment circulation; questionnaires designed to determine teachers' attitudes toward using curriculum related video programs and their reactions after using such programs; and questionnaires eliciting information on the teachers' perceptions of the usefulness of videos and their assessment of the inservice course. Six tables display the findings of this study. (Contains 17 references.) (ALF)

ED 352 929 IR 015 860

legal problem in a course in consumer law. Student success rates for solving the assigned problem were similar. Based upon data collected, four parameters were identified as critical to integrating computer conferencing as an instructional strategy: (1) precise problem definition; (2) intensive preliminary training; (3) pacing student inputs/outputs; and (4) redistributing class time. The role of the classroom instructor was perceived as entirely different by members of each group. The mean scores and probabilities of student perceptions in each group are displayed in a table. (Author/ALF)

ED 352 947   IR 015 892

Killam, Rosemary N.; Scott, Daniel W.
Listen and Learn: Varying Sound Sources' Effect on Ear-Training CAI, Using the Apple II Microcomputer.
SPONS. AGENCY- Apple Computer, Inc., Cupertino, CA.
PUB DATE- Oct 81
NOTE- 50p.; Paper presented at the Annual Meeting of the College Music Society (Cincinnati, OH, October 1981).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- splayed in a table. (Author/ALF interventions in the model possible, and communication techn,Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Auditory Discrimination; Auditory Stimuli; *Auditory Training; Comparative Analysis; *Computer Assisted Instruction; *Computer Software Evaluation; Correlation; Higher Education; Instructional Effectiveness; Intermode Differences; Microcomputers; *Music Education; *Student Attitudes
IDENTIFIERS- Apple II; North Texas State University

In 1981, North Texas State University (NTSU) conducted an experiment in sound sources which was made possible by a grant from the Apple Education Foundation. The culminating research of the grant was the testing of the AFL sound source and Micromusic sound sources, as well as the NTSU sound source, AMUS. Students participated in the experiment to determine relative effectiveness of the sound systems in an ear-training computer assisted instruction (CAI) environment. The experiment was designed over 2 semesters using 36 freshman students to test the three software sound sources in terms of their achievement and preference. It was found that, while students have definite preferences for differing sound sources in music CAI, their preferences correlated most closely with their achievement in a given curriculum area rather than with the sound source itself. The four appendixes contain printouts of lessons used in the experiment; a technical description of the headphones used, written by David Bradfield; a diagram of the Apple Grant Experimental Design; and a copy of the Apple Grant Experiment Participant Sheet. (Contains 9 references.) (ALF)

ED 352 948   IR 015 893

Rees, Teresa
Skill Shortages, Women and the New Information Technologies.
PUB DATE- Jan 92
NOTE- 58p.; Report of the Task Force for Human Resources, Education, Training and Youth, Unit 3, Commission of the European Communities.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials

Library conforms to the general characteristics of Carnegie public libraries as defined by George S. Bobinski, a leading researcher in the area of Carnegie public libraries. This comprehensive history of the library include: (1) a study of the existing library service in the community at the time of the awarding of the grant; (2) information regarding the architecture of the building, including the selection of a building site, original building plans, and later additions and renovations made to the building; (3) the community's method for raising the money for the annual maintenance pledge for the library; and (4) a study of the current use of the library building. Data for the study were compiled from primary and secondary data sources, including the Carnegie Library Correspondence microfilm, interviews with past and present librarians, and original library records and building documents. An examination of this information shows that the Lincoln Library does conform to the general characteristics of Carnegie Libraries. Three appendices provide a chronology of key events in the history of the Lincoln Library; copies of stock, a list of original shareholders, and the articles of incorporation for the Lincoln Library Association; and a pictorial history of the library. (Contains 57 references.) (KRN)

ED 352 966 IR 054 314

Huisman, Melissa Ann
Marcive Preprinted Labels: Is Time Saved a Penny Earned?
PUB DATE- Sep 92
NOTE- 38p.; Master's Thesis, Kent State University. Appendixes contain broken print.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- College Libraries; Depository Libraries; *Government Publications; Higher Education; *Library Expenditures; *Library Technical Processes
IDENTIFIERS- Kent State University OH; *Labels; *Vendors

Despite technological advances in the processing of library materials, some Government Documents Units are still laboriously hand-lettering call numbers onto each document. Recently Marcive, Inc., has offered a new service that will give Government Documents librarians the chance to break into the 21st century by using preprinted labels, produced directly from the Government Printing Office shipping lists. Marcive claims that these attractive, laser-printed labels will reduce time and error in processing. However, the cost may be prohibitive for many libraries. This study aims to test the labels, not only to see if they would reduce time and effort in processing, but also to discover any other favorable or unfavorable aspects of the service which could aid a library in its decision to subscribe to this new service. This study found that the labels did reduce processing time, although not by a very large margin. Calculated on an annual basis, the savings would be about 18 hours per year. The errors made while processing were not significantly different. Some of the favorable aspects of the service include the neat appearance of the label, the elimination of specially trained "letterers," and the ease in reading and filing of the documents with preprinted labels. Some of the unfavorable aspects were the backing up of document shipments while awaiting the arrival of the labels, the physical layout of the labels on the backing sheet, and the problem of extra labels for plates and pieces. Copies of a sample page of Marcive Labels and a sample GPO

During the 8-month implementation period, the media center was brought to life with mobiles, student art work, murals, and posters. Chess games enlivened recess periods. A library skills game, a personalized library skills workbook, and special displays helped stimulate interest in the media center. More than 2,000 books were added to the collection, including a student-donated paperback collection of more than 500 books. A group of dedicated volunteers helped organize and maintain the collection. Parents visited frequently and utilized the center. A three-year plan was created to help acquire technological equipment. Observation, checklists, quizzes, and questionnaires, as well as frequent statistical counts, were used to determine the increase in the use of the resources. The report includes tables displaying information about the media center's budget, weekly circulation increases, and volunteer activities. Copies of library skills quizzes, the 3-year plan, and pre- and posttests given to staff and students to determine improvement in library skills are among the items appended. (Contains 35 references.) (Author/KRN)

ED 352 986 IR 054 338

Establishing a National Policy on Permanent Papers. Report To Accompany House Joint Resolution 226. House of Representatives, 101st Congress, 2d Session.
PUB DATE- Aug 90
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Federal Legislation; *Government Publications; Microreproduction; Paper (Material); *Preservation; *Public Policy
IDENTIFIERS- *Acid Free Paper; Congress 101st

This report contains amendments to House Joint Resolution 226 to establish a national policy on permanent papers proposed by the House Committee on Government Operations. The main purpose of the legislation is to establish a formal policy that federal records, books, and publications of enduring value be produced on acid free permanent papers. The report presents a discussion of the problem and alternative solutions, including the use of acid free papers, microfilming deteriorating documents, and bulk deacidification of books. The report also provides a section-by-section analysis of the amended legislation, including five urgent congressional recommendations: (1) federal agencies should require the use of acid free permanent papers for publications of enduring value produced by the Government Printing Office or by federal grant or contract; (2) federal agencies should require the use of archival quality acid free papers for permanently valuable records; (3) American publishers and state and local governments should use acid free papers for publications of enduring value; (4) both private and governmental publishers should prominently note the use of acid free paper, and federal officials should make known the national policy on acid free papers to foreign governments and international agencies. (KRN)

ED 352 987 IR 054 339

Fischer, Barbara H.
Explore Your Library...for the Fun of It! 1990 Summer Reading Program Manual.
PUB DATE- 90

College (SDCC) in California to explore the various factors which motivate students to drop out, propose remediation strategies based on the research findings, and suggest further studies to identify and analyze problem areas more explicitly. To examine students' reasons for dropping out, a questionnaire was administered to 147 students enrolled in a personal growth course, 142 students in general courses, and 127 students in occupational courses. In addition, 74 students who had dropped out of these same classes were surveyed by telephone. A similar questionnaire was administered to 10 counselors, 26 teaching faculty, 11 deans, and 15 supervisors to examine staff perceptions of the primary risk factors for dropping out. All surveys included a list of 34 reasons for dropping out. Student respondents rated the likelihood that they would drop out for each of the reasons listed and indicated whether they knew someone who had dropped out for this reason. Staff respondents indicated how likely they thought students were to drop out for these reasons. The three reasons for dropping out considered most likely were "I was enthusiastic at the start of the semester but as homework load built up it was more than I could handle," "I suddenly lost an important part of my income," and "I have to quit school to work more hours." Respondent groups' assessment of each of the 34 reasons for dropping out are presented, along with suggested strategies for dealing with the issues and problems involved. The survey instruments, suggested areas for further study, and general recommendations are also included. (PAA)

ED 353 004 JC 930 022

Proposal Writing for Two-Year Colleges. ERIC Fact Sheet, No. 2.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jul 81
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Community Colleges; Educational Finance; Financial Support; *Fund Raising; *Grants; *Grantsmanship; *Private Financial Support; *Proposal Writing; School Funds; School Support; Two Year Colleges
IDENTIFIERS- ERIC Digests

Faced with reduced public funding, many two-year colleges are seeking money from government agencies and private foundations to change procedures or develop materials in areas that would otherwise be neglected. Simultaneously, several of the most well-known public and private funding sources are becoming increasingly receptive to proposals submitted by community colleges. However, while the total resources available are considerable, they are not sufficient to fund all of the worthwhile proposals. Obtaining funding requires identifying an important problem, locating an appropriate funding source, and presenting the idea effectively. Important steps in writing a proposal include planning the project, finding funding sources, properly organizing and writing the proposal, reviewing the proposal for consistency, and submitting the proposal. This digest presents information on each step of the process, including a list of institutions and publications for assistance in locating funding sources, a description of the four main elements of a proposal, and steps to take if the

Television Curriculum; Two Year Colleges
IDENTIFIERS- *Community Access Television; Cuyahoga Community College OH

In 1989, community access television emerged in Cleveland (Ohio) with the establishment of a non-profit corporation, the Cleveland Community Access Corporation (CCAC), providing five community access channels. Cuyahoga Community College (CCC) was closely associated with the project from the beginning, contributing significant technical, administrative, and staff support to the CCAC. The college now administers one of the access channels. CCC's primary target audience has been defined as the 75,000 homes in Cleveland with access to cable service. Other target audiences include community centers, schools, institutions, and businesses which have access to cable, as well as organizations with whom there may be direct interactivity or data exchange via institutional cable "loops." Broadcasts began in September 1989, with approximately 100 hours of programs per week, providing credit instruction, employment training/information, community service programs and college-related information. One week after cablecasting was initiated, the first live program aired, and since then programming has expanded to include occupational information, college basketball, and live credit courses. Due to the high cost of keeping a channel on the air and the inability to sacrifice air time to advertisers, CCC has had to choose its programing carefully. In addition, a firm institutional commitment in terms of both resources and philosophy has been indispensable. Despite the high costs and low potential for generating revenues, cablecasting has proven valuable to CCC by considerably improving distance education initiatives and providing another forum for promoting the college and its programs. (MAB)

ED 353 022 JC 930 053

Ignash, Jan M.
ESL Population and Program Patterns in Community Colleges. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Community Colleges; *English (Second Language); *Enrollment Trends; Foreign Students; Limited English Speaking; *Program Descriptions; Program Design; *Student Characteristics; Two Year Colleges; Two Year College Students; Vocational English (Second Language)
IDENTIFIERS- ERIC Digests

Recent trends in immigration and foreign student enrollments are placing a growing demand on community colleges for English-as-a-Second-Language (ESL) instruction. A 1991 study of course sections at 164 two-year colleges nationwide revealed that ESL had grown from 30% of all foreign language courses offered in 1983 to 51% in 1991, and that the number of colleges offering ESL courses had grown from 26% in 1975 to 40% in 1991. ESL students tend to be concentrated in urban areas, and, frequently, foreign students from a particular language group settle in the same geographic area, making it easier for community colleges to profile their local ESL populations. The children; (2) mobilizing media in support of education; and (3) designing the educational systems of the 21st century. Lists of plenary session speakers and topics, panel discussion chairs and topics, and conference panelists and presenters are appended, as is the conference program. (MM)

ED 353 040   PS 020 812

Schatz, Mona Struhsaker; Faust, Timothy Philip
Parenting the Poorly Attached Teenager. Fostering Families. A Specialized Training Program Designed for Foster Care Workers & Foster Care Parents.
SPONS. AGENCY- Colorado State Dept. of Social Services, Boulder.
PUB DATE- May 91
NOTE- 51p.; For other manuals in this series, see ED 339 492-502 and PS 020 813-818. Cover title reads "Parenting the Poorly Attached Child (7-16 years). Fostering Families."
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adolescents; Aggression; Anxiety; *Attachment Behavior; *Behavior Problems; Foster Care; *Foster Children; *Foster Family; Grief; *Parent Child Relationship; Peer Relationship; Responsibility; Security (Psychology); Social Isolation; Social Support Groups
IDENTIFIERS- *Attachment Disorders; Colorado State University; Conscience

This module is part of a training program for foster parents and foster care workers offered at Colorado State University. The module explores the attachment process and the long-term effects of attachment difficulties in the first years of a child's life. The module's learning objectives address: (1) ways of identifying the basic concepts underlying attachment and bonding; (2) ways of examining attachment disorder through a continuum from securely attached to poorly attached to unattached; and (3) ways of identifying problem behaviors in teenagers who struggle with attachment disorder. The module consists of four lectures, each of which includes reading materials, charts, and activities for individuals or groups. Lecture 1 considers the importance of attaching behaviors, and the dynamics of attachment between caregivers and infants. Lecture 2 discusses levels of attachment. A continuum of attachment from securely attached, through inadequately and insecurely attached, to unattached, is outlined. A range of social, psychological, and behavioral patterns in poorly attached teens is explained in lecture 3. These patterns relate to delayed development of conscience, manipulation, anxiety, problems with authority, aggression, poor peer relationships, and isolation. Lecture 4 suggests ways of parenting the poorly attached adolescent, including nurturing, helping the adolescent grieve the poor attachment process, teaching the adolescent to accept the consequences of actions, and providing psychological services. A form for evaluating the module is appended. (BC)

ED 353 041   PS 020 813

Schatz, Mona Struhsaker; And Others
The Game Board of Family Dynamics: Structures, Stages, Rules, Roles, and Functions. Fostering Families. A Specialized

babies' cognitive development, they may not attend to children's emotional and social functioning. Several theories help clarify the characteristics of infant and toddler emotional development. Erik Erikson identifies infant dialectical problems of acquiring basic trust, a secure sense of autonomy, and the ability to exercise choice. Margaret Mahler describes stages in infant emotional growth and development in relation to modes of maternal care. Attachment theory and ethological theory also offer explanations of infant development. Mary Ainsworth's Strange Situation technique has become the major measure by which infant attachment is determined, and attachment research provides subtle tools for detecting emotional distress by attending to an infants' body cues, such as compulsive rocking or inconsolable crying. Caregivers can make changes in the environment and routines to alleviate infant distress. In addition to logistical and environmental policies that support infant mental health, caregiver behaviors, such as massaging an infant or singing softly, can enhance personal interactions. Parents and caregivers should work together to prevent potentially disturbing emotional effects of nonparental, full-time care in early infancy. (MM)

ED 353 059   PS 020 984

Dwyer, David J.; Hecht, Jeffrey B.
Causes Underlying Minimal Parent Involvement in the Education of Their Children.
PUB DATE- 16 Oct 92
NOTE- 19p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 16, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Elementary Secondary Education; Family School Relationship; High Risk Students; Homework; Literature Reviews; *Parent Attitudes; *Parent Participation; Parents as Teachers; *Parent School Relationship
IDENTIFIERS- *Barriers to Participation

In this document, recent literature on schools' attempts to involve parents in the education of their children and on the rationale for parent involvement is evaluated. Research reviewed concerns parent involvement programs designed to improve student academic performance, increase student attendance, decrease behaviors that leave students at risk, decrease school operating costs, and involve families that speak no or little English. It is asserted that it is doubtful whether the many intervention strategies to increase parent involvement in schools are as effective as program planners might desire, and that the large number of programs described in the literature suggest that not every parent is as involved with their child's education as the schools might want them to be. Parents may have low levels of involvement in the child's education because they have rarely been involved in their child's education in the past; because their child is doing fine in school and further involvement on the part of the parent is not needed; or because the parent feels it is the schools' job to educate the child and refuses to take on any of the responsibility for the child's education. The need for communication between home and school and the need to link parent involvement programs with the needs of the parents and with information about legislation enacted by the Indiana General Assembly in 1991 that requires each corporation to offer latch-key programs, or child-care programs for school-age children, during the 1992-93 school year. The handbook supplies school corporations with: (1) a copy of the text of the legislation; (2) a checklist of key issues to be addressed; (3) information about specific school policies that must be adopted, along with sample policy statements; (4) information about deadlines that must be met; (5) regulations for school-age child-care programs; (6) a sample parent survey that can be used to assess corporation needs; (7) ideas on child-care program preparation, including material on choosing an outside provider or hiring personnel directly, and choosing a location; (8) a discussion of financial issues and funding sources; (9) information on waivers for school corporations that believe that the implementation of a school-age child-care program would result in undue financial hardship on the corporation; and (10) a list of the names, addresses, and telephone numbers of 64 Indiana child-care providers that have indicated an interest in working with schools in the implementation of child care programs. (MDM)

ED 353 079 PS 021 067

Stough, Lee
Social and Emotional Status of Home Schooled Children and Conventionally Schooled Children in West Virginia.
PUB DATE- 92
NOTE- 37p.; Master's Thesis, University of West Virginia.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Elementary Education; *Elementary School Students; *Emotional Development; *Home Schooling; *Public Schools; *Self Concept; *Social Development
IDENTIFIERS- Piers Harris Childrens Self Concept Scale; Vineland Adaptive Behavior Scales; *West Virginia

This study compared home-schooled children to conventionally schooled children in West Virginia. A total of 30 home schooling families and 32 conventionally schooling families with children of 7 to 14 years of age participated in the study. The Vineland Adaptive Behavior Scales Classroom Edition was used to gather parent perspectives on the social sufficiency of their children. The children's self-evaluations were recorded on the Piers-Harris Children's Self-Concept Scale. A projective instrument, the Kinetic Drawing System for Family and School, was used to explore child-family-school interaction patterns for evidence of emotional indicators. Results showed no statistical difference between home-schooled and conventionally schooled children in terms of social sufficiency, self-concept, or presence of emotional indicators. A reference list of 45 items is included. (MM)

ED 353 080 PS 021 073

Linking Families, Communities, and Schools. A New Compact for Learning: Parent Partnerships.
PUB DATE- 92
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

detention facility, or care of a Children's Aid Society. Status youth from 26 Indian bands and non-status Indian and Metis youth are not included. As of March 1984, status Indian youth (1.15% of Ontario's juvenile population) constituted 2.1% of all youth on probation, 2.6% of all youth in observation and detention homes or in Children's Aid facilities, and 3.4% of all youth in training schools. Compared to the situation reported for March 1982, the percentage of training school youth that are status Indians nearly doubled, and percentages in other categories also increased somewhat. In 1983-84, the rate of involvement of status Indian youth was about 2-4 times that of the total population. Nevertheless, the relatively low absolute numbers of status Indian children creates difficulties in justifying to government the need for special programs for these children. A more accurate reflection of the reality should be gained by tracking "Native" young people, including both status and nonstatus Indians, plus Metis and Inuits. (SV)

ED 353 100 RC 018 899

Jolly, Stan
Our Children Are Hurting: Fact Sheet on the Disproportionate Involvement of Indian Young People in the Juvenile Justice and Child Welfare Systems in Ontario, 1981-1982.
PUB DATE- Mar 83
NOTE- 14p.; For related document, see RC 018 898.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; *Canada Natives; *Children; *Child Welfare; Delinquency; Foreign Countries; Juvenile Courts; *Juvenile Justice; *Reservation American Indians
IDENTIFIERS- *Ontario

This fact sheet documents the disturbing overrepresentation of status Indian youth in the juvenile justice and child welfare systems of Ontario (Canada). However, the information represents only the tip of the iceberg. Data relate solely to children and youth whose parents resided on an Indian reserve; who were dealt with by the family court (not criminal court); and whose disposition was probation, training school, observation and detention facility, or care of a Children's Aid Society. Non-status Indian and Metis young people are not included. As of March 1982, compared to other youth, status Indian young people were 2.5-3.0 times more likely to be on probation, in training school or a detention facility, or in the care of the Children's Aid Society. A disproportionate number of these youth were from four reserves in the districts of Kenora, Manitoulin, and Cochrane. As among non-Indian youth, 80% of status Indian youth placed on probation or admitted to training school or detention facility were between the ages of 12 and 15. However, the percentage of status Indians on probation and between the ages of 7 and 11 was 8 times greater than for non-Indian youth. Questions as to where the "problem" lies are outlined. (SV)

ED 353 101 RC 018 900

Loucks, Bryan
The Inner Circle: Staff Development and Community Education, Bill C-61. Summary Description.
PUB DATE- Mar 84
NOTE- 27p.
LANGUAGE- English

Education; Postsecondary Education; Skill Development; *Transfer of Training

This paper examines the issues and problems that arise in the transfer process in outdoor management development (OMD) programs. The transfer of learning from the outdoors back to the workplace is a crucial element of OMD. A review of general transfer problems and management development demonstrates that many of the transfer problems associated with OMD are common. It highlights the responsibilities of the client organization in supporting OMD initiatives within the workplace. Specific transfer problems of OMD programs include: (1) inadequate organizational analysis prior to the program; (2) problems related to corporate culture; (3) lack of senior management support; (4) lack of motivation among participants; (5) mismatch between skills in OMD programs and real problems in the workplace; and (6) inadequate reinforcement mechanisms in the workplace. Overcoming these problem areas entails consideration of the organizational characteristics and circumstances of the client and understanding of organizational structures and cultures. For OMD to have a lasting impact on participant organizations and individuals, a thorough consultation with the client organization must be undertaken prior to developing a program. (LP)

ED 353 119 RC 018 938

Hartley, Mike
Questioning Tradition: Alternative Safety Techniques and Procedures for Ropes Course and Climbing Programs.
PUB DATE- Oct 92
NOTE- 6p.; In: Hanna, Glenda M., Ed. Celebrating Our Tradition Charting Our Future: Proceedings of the International Conference of the Association for Experiential Education (20th, Banff, Alberta, Canada, October 8-11, 1992); see RC 018 928.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adventure Education; *Instructional Innovation; Outdoor Education; Postsecondary Education; *Safety; Secondary Education; *Training Methods
IDENTIFIERS- *Climbing Walls; *Rope Courses

This paper examines current standards and procedures used in rope and climbing courses and offers alternatives to standard practices. The techniques and issues covered include belay techniques, belay signals, and the use of the initiative wall. Current techniques are often not the most efficient or even the safest, but they have stood the "test of time." Departing from standard techniques opens the door for increased safety and liability risks in addition to the criticism of peers. For example, the current method of teaching belaying, a method for securing a hold during climbing, is one that has evolved over the years from the hip belay. Though effective, hip belaying is an exacting technique that offers little room for error. As a result, few climbers or programs use a hip belay. A simpler method of belaying is described and diagramed that is especially suited for nonskilled groups. Standard belay signals can be confusing to learn, especially for non-skill-oriented groups. Traditional signals are listed with simpler alternatives. Other suggestions include an alternative backup knot for the figure 8 knot and a miniature hacksaw for rope cutting. Finally, this paper suggests that using a belay on the initiative wall is a much safer practice than the traditional and during the program. The second section describes the implementation of the program, and includes information about student transportation, renovation of school facilities, provision of instructional supplies and equipment, staffing, the transition period to facilitate student adjustment, and the science and mathematics focus on a problem-solving learning environment. The third section presents data collected during weekly classroom observations of randomly selected classes. Data indicated a progressive increase in problem-solving activities in the classroom, little progress in infusing mathematics and science across the curriculum, an increased use of in total group instruction, low implementation of experimentation and statistics activities, and a substantial increase in hands-on learning activities. The fourth section reports the perceptions of the teachers, students, and parents towards the program. The fifth section reports the mathematics, science, and reading achievement ratings of Southwest students and compares them to the district for the following tests: Tests of Achievement and Proficiency (TAP); the Missouri Mastery and Achievement Test; and the Degrees of Reading Power. TAP achievement scores were found to be below district and national norms in reading, writing expression, science, and mathematics at all grade levels, with the exception of the mathematics achievement of grade eleven. The following recommendations are included: (1) continue efforts to staff vacant magnet-related resource and teacher positions; (2) increase security and safety at Southwest; (3) increase communication between school and program participants; (4) explore teachers' perceptions that their students are not making academic progress; and (5) consider increasing the instructional emphasis upon reading and written expression skills. (MDH)

ED 353 137 SE 053 070

The 1991 Presidential Awards for Excellence in Science and Mathematics Education. Hearing before the Subcommittee on Science of Committee on Science, Space, and Technology. U.S. House of Representatives, One Hundred Second Congress, First Session.
SPONS. AGENCY- Congress of the U.S., Washington, DC. House Committee on Science, Space and Technology.
PUB DATE- 3 Oct 91
NOTE- 60p.; No. 66. Some pages contain very small, dark, filled-in print.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Awards; Educational Quality; *Elementary School Science; Elementary Secondary Education; Federal Government; Government Publications; *Government School Relationship; Hearings; Mathematics Education; *Mathematics Teachers; Science Education; *Science Teachers; *Teacher Attitudes; Teacher Effectiveness
IDENTIFIERS- Congress 102nd; *Presidential Awards Excellence in Science and Math

This document presents a transcript of the proceedings of the Committee on Science, Space, and Technology to recognize the recipients of the 1991 Presidential Awards for Excellence in Science and Mathematics Education in elementary school. Along with Walter Massey, the director of the National Science Foundation (NSF), a panel comprised of some of the honorees (Carol Van de Walle, Jacqueline Wilcox, John Donlan, and Jacqueline Goodloe) gave their views about elementary school

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Animals; Athapascan Languages; Biology; Canada Natives; Childrens Literature; Concept Formation; Curriculum Guides; *Elementary School Science; English (Second Language); English Instruction; Foreign Countries; *Fused Curriculum; Grade 1; Integrated Curriculum; *Language Arts; Language Skills; Learning Activities; Mathematics Instruction; Primary Education; Process Education; *Science Instruction; Social Studies; Units of Study
IDENTIFIERS- *Arctic; Northwest Territories

One of the basic principles of the Language Development Approach is that students must learn the language necessary to understand, talk, and write about all subject areas in order to succeed in school. This book contains information about teaching primary school science in the Northwest Territories with lessons that emphasize language. The goals of the unit are to (1) develop student language proficiency; (2) provide opportunities for students to use language in many different situations and for many different purposes; (3) develop student listening, speaking, reading, writing, and thinking skills including the science process skills; and (4) expand student knowledge of the science concepts related to sub-arctic land animals. Following a section on resources (background information on sub-Arctic land animals, resources included with this unit--various pictures of animals and books, related English materials--magazines, lists of children's books about animals, teacher's resources, films, etc., and related native language materials), lesson plans on six topics (living/non-living things, appearance and behavior, habitat, food, life cycle, and people and land animals) are presented. Activity ideas for science/social studies, mathematics, language arts, music/poems/stories, art, physical education/movement, and special activities are suggested. Each lesson plan contains the following segments--exercises or activities: English vocabulary, English sentence patterns, English language concepts, special materials required, concept development/language exposure, language practice, and application. Poems, songs, and stories on this subject conclude the guide. The lessons are appropriate for students whose first language is English as well as for students who are learning English as a second language. (PR/CW)

ED 353 153 SE 053 161

Gilmour, Margy; McGregor, Cathy, Ed.
Sun, Moon and Shadows. A Language Development Unit for Science. Earth, Space and Time. Grades One, Two and Three.
PUB DATE- 88
NOTE- 168p.; For other documents in this series, see SE 053 148-150, SE 053 153, SE 053 156-158, SE 053 160, and SE 053 163-164; for the overview of this program, see SE 053 072.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Childrens Literature; Concept Formation; Curriculum Guides; *Elementary School Science; English (Second Language); English Instruction; Foreign Countries; *Fused Curriculum; Integrated Curriculum; *Language Arts; *Language Skills; Learning Activities; *Light; Mathematics Instruction; Physics; Primary Education; Process Education; *Science Instruction; Social Studies; Units of Study
IDENTIFIERS- Moon; Northwest Territories; Shadows; Sun

IDENTIFIERS- *African Americans

This elementary and middle school curriculum guide contains three sections of instructional materials about three areas of African American life. The section "Community Life" includes detailed lessons on family, the church, education, business, and organizations. The section "Public Life" provides in-depth lessons on media, science and medicine, armed forces, the judiciary, civil rights, and sports. The section "The Arts" presents lessons on visual arts, music, literature, theater, and film. Each lesson has stated objectives, list of key terms, an overview, activities, and a bibliography. Appendices include: (1) Calendar of African American Events; (2) Events to Remember; (3) Additional Sources of Information; (4) Matrix of Cross-Curricular Activities; (5) Letters to Parents; (6) Visiting the Museum; (7) Museum Activities; (8) Labels from the Exhibition; (9) Teacher Bibliography; (10) Student Bibliography; (11) Audio-Visual Bibliography; and (12) Glossary of Terms. (LBG)

ED 353 171 SO 022 143

From Victory to Freedom: The African American Experience. Curriculum Guide: Secondary School Course of Study.
SPONS. AGENCY- Columbus Junior League, Ohio.; RJR Nabisco Foundation, Parsippany, NJ.
PUB DATE- 91
NOTE- 127p.; A project of the Ohio Historical Society. For the primary school curriculum, see SO 022 142. Title on cover differs slightly from title page.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Black Culture; *Black History; *Blacks; Civil Rights; Cultural Education; Fine Arts; Sciences; Secondary Education; Secondary School Curriculum; *Social Studies; United States History
IDENTIFIERS- *African Americans

This secondary school curriculum guide contains three sections of instructional materials about three areas of African American life. The section "Community Life" includes detailed lessons on family, the church, education, business, and organizations. The section "Public Life" provides in-depth lessons on media, science and medicine, armed forces, the judiciary, civil rights, and sports. The section "The Arts" presents lessons on visual arts, music, literature, theatre, and film. Each lesson has stated objectives, list of key terms, an overview, activities, and a bibliography. The appendix includes a glossary of terms. (LBG)

ED 353 172 SO 022 162

Stambler, Leah G.
13...Going on 18: Preparing for the Franchise.
PUB DATE- 88
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; Constitutional Law; *Elections; Governmental Structure; Learning Activities; Learning Modules; *Political Campaigns; Role Playing; Secondary Education; Secondary School Students; Social Studies; Teaching

Elementary Education; *Holidays; *Instructional Material Evaluation; Preschool Education; *Social Studies

This annotated bibliography is directed at teachers of students in grades preK-6 and covers books about holidays. The holidays for which materials are listed are: Christmas, Easter, Halloween, Hanukkah, Passover, Purim, Rosh Hashanah, Sukkot, Thanksgiving, and Valentine's Day. A directory of publishers from whom these items are available is included. (DB)

ED 353 198 SO 022 719

Garrett, Shirley A.
Building a Sense of Community in the School Setting.
PUB DATE- Aug 92
NOTE- 104p.; Master of Science Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Communication; *Classroom Environment; Educational Environment; Educational Objectives; Elementary Education; Elementary School Students; Learning Activities; Learning Strategies; Self Esteem; Student Educational Objectives; *Student Projects; Teaching Methods
IDENTIFIERS- Pen Pals

This paper describes a strategy that was developed to help elementary school students to become more interested, involved, and accepted in school. The strategy involved a pen pal project in which students wrote to other students at an elementary school who were in other classes and at different grade levels. The idea was presented as a fun activity, and teachers also were able to incorporate critical thinking skills into the letter writing project. The project fit very easily into the school curriculum. The results of the project showed an increase in students' positive attitudes toward school, classmates, friends, and teachers. Sixty-eight percent of the students surveyed reported that the writing project made a difference in their perceptions of the school. Ninety percent enjoyed becoming acquainted with another person not in the same classroom. Appendices include pre and post implementation student climate surveys, pre and post implementation teacher climate surveys, and a letter of intent to parents. (DB)

ED 353 199 SO 022 755

Shabbas, Audrey, Ed.
A Medieval Banquet in the Alhambra Palace.
PUB DATE- 91
NOTE- 176p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Arabs; *Area Studies; Foreign Culture; *Instructional Materials; *Islamic Culture; Learning Activities; *Medieval History; *Middle Eastern History; Middle Eastern Studies; Non Western Civilization; Religious Cultural Groups; Secondary Education; Social Studies; Units of Study; World History
IDENTIFIERS- *Alhambra Palace; Global Education; Middle Ages; *Muslims

This unit is designed to introduce students to the Islamic culture and civilization of the Middle Ages. The historical period which these materials cover begins with 711 (the date of included on running and injuries. The risk factors discussed include: high serum cholesterol, diastolic hypertension, obesity, smoking, unfavorable heredity, insufficient motor activity, and excessive nutrition high in calories. The fundamentals of training which should be applied to fitness running focus on three principles: repetition, incremental improvement, and individualization. Instruction in the basics of fitness running as well as the stages of training vary according to the health, conditioning, and age of participants. Correct planning of weekly and monthly workouts is essential to achieve health benefits. Postexercise recovery should be worked into the routine: a pattern of alternating workouts with rest days. (IAH)

ED 353 219   SP 034 187

Carpenter, Linda Jean; Acosta, R. Vivian
Job Stasis: Reflections of Immobility and Resistance to Job Change among Senior Women Athletic Personnel.
PUB DATE- 92
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *Athletic Coaches; *Career Change; *College Athletics; Employment Patterns; *Females; Higher Education; Intercollegiate Cooperation; National Surveys; *Resistance to Change; *Women Administrators; Women Faculty; Work Attitudes

In general, intercollegiate women coaches and athletic administrators are not applying for new or better jobs. To discover their reasons and to learn more about their career experiences, questionnaires were sent to all National Collegiate Athletic Association (NCAA) senior woman administrators (SWA) who had been SWAs at their institutions for over 10 years. Of the respondents (N=174), over 43 percent have never sought a lateral or vertical job change, and over 20 percent have never contemplated a job change. The most frequently stated reason for not having changed was feeling comfortable on campus, followed by feelings that the job was challenging or rewarding. The factor that most would change about their current jobs, or convince them to change jobs, is more money. A second important factor is more authority. In response to the question about the worst aspects of their careers in coaching, answers included long hours, salary not reflective of the time/work commitment, low external rewards, and sex discrimination. Responses to questions about the best aspects included interesting variety of duties, involvement with young people, challenge, and the rewards of success. More than 99 percent of the SWAs stated that the best outweighed the worst. Representative responses to the question of why women athletic coaches and administrators fail to make job changes included: "too tired/no energy left"; "afraid to risk move"; "women have become discouraged with the lack of openness of searches"; and "family not mobile." (IAH)

ED 353 220   SP 034 193

Wheelock, Anne; Hawley, Willis D.
What Next? Promoting Alternatives to Ability Grouping.
PUB DATE- Sep 92
NOTE- 15p.; Paper presented at the Common Destiny Conference (September 9-11, 1992).
LANGUAGE- English

about their student teaching experiences. Responses were analyzed and ranked in three categories. In the category "Things about Student Teaching That Went Well," student teachers ranked "good relationship with cooperating teachers" first, followed by "got along with students very well." In the category "Things about Student Teaching That Did Not Go Well," they ranked "lack of student discipline" first, followed by "classroom management organizational skills." In the category "Reasons Student Teaching Did Not Go Well," they ranked "inconsistency in handling student discipline" first, followed by "teaching above class." Ranked lowest were "lack of adequate lesson preparation time" and "lack of knowledge of computer software used by teacher." Analysis of the results indicated that since the things student teachers listed as not having gone well were subjects taught in teacher preparation courses, consideration should be given to changing the design of courses and program in two areas: improvement in courses that provide students with strong content mastery and providing intensive corrective supervision to student teachers. (IAH)

ED 353 238   SP 034 258

Knowles, J. Gary; Sudzina, Mary R.
Addressing "Failure" in Student Teaching: Some Practical and Ethical Issues.
PUB DATE- Apr 92
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Admission Criteria; Change Strategies; Cooperating Teachers; Educational Counseling; Elementary Secondary Education; *Ethics; *Failure; *Helping Relationship; Higher Education; Moral Issues; Preservice Teacher Education; Student Characteristics; Student Placement; Student Problems; *Student Teacher Evaluation; *Student Teachers; *Student Teacher Supervisors

This paper addresses conditions in teacher preparation which increase the chances of student teachers experiencing severe difficulty in their practicum assignments. Focus is on practical and ethical issues, offering suggestions for changing some present programmatic conditions in order to achieve optimal development of beginning teachers. Emphasis is placed on sensitivity about the need for high levels of care when dealing with potentially unsuccessful student teachers; role models presented to prospective teachers; facilitating the development of student teachers so that they become ethical, concerned teachers; and the need for discussion of ethical concerns in preservice teacher education. Many issues raised emanate from dilemmas faced by those responsible for elements of preservice teacher education. These include dilemmas related to time, finances, personnel, and accreditation requirements. The need for high standards of ethical caring implies a variety of actions such as: more selective admission criteria; more humane, person-centered, and appropriate career guidance; early remedial activities or direct exit counseling; enhanced and more intense supervision of student teachers; responsible placements with cooperating teachers who have perspectives that are not massively incongruent with student or practice teachers; and debriefing during and after student teaching. (Contains 33 references.) (Author/LL) skills, knowledge and dispositions to face the challenges of working with children from diverse populations. A multicultural committee was formed and took the position that the College of Education would work simultaneously to: (1) recruit and retain diverse faculty and students, and (2) empower children from diverse groups through education. The paper also traces the emergence of a holistic model that focuses and responds to the dynamic tension created as faculty, students, and the community together strive to come to fuller understanding of and commitment to the issues involved. (Contains 18 references.) (LL)

ED 353 258 SP 034 291

Abdal-Haqq, Ismat, Comp.
Professional Development Schools. A Directory of Projects in the United States.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 92
NOTE- 105p.; A product of the Clinical Schools Clearinghouse.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Beginning Teachers; *College School Cooperation; Educational Change; Educational Principles; Educational Research; Elementary Secondary Education; *Inservice Teacher Education; *Institutional Characteristics; Minority Groups; National Surveys; *Preservice Teacher Education; *Program Content; School Restructuring
IDENTIFIERS- *Professional Development Schools

This directory includes profiles on 80 individual professional development schools (PDSs) in 19 states; the profiles outline program characteristics and provide location and contact information. The data on each school were gathered by a survey conducted by the Clinical Schools Clearinghouse beginning in the fall of 1991. Findings from the survey which included PDSs, professional practice schools, clinical schools, professional development centers, and partner schools indicate that more than 125 such schools have been established since 1986. These schools and centers were implemented by collaboratives which consisted of at least 1 college or university; at least 1 school district; and with 29 percent of the respondents affiliated with at least 1 teacher union. Many PDSs are affiliated with national, regional, or statewide consortia. Program characteristics include: collaborative research involving school and college faculty; school faculty members holding joint school/college appointments; preservice and inservice teachers involved in educational research conducted at the school site; release-time or reduced course loads for master, mentor, and/or cooperating teachers; clinical supervision of preservice teachers; and structured learning experiences, for preservice and inservice teachers, related to educating minority group students. Included in the appendices are: the data collection form used in the survey, a summary of the survey data, and a bibliography of sources related to projects included in the directory. (IAH)

ED 353 259 SP 034 292

Academic Achievement of White, Black, and Hispanic Students in Teacher Education Programs.
SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.
PUB DATE- 92
NOTE- 68p.

fit. Three psychometric analyses of the eight clinical scales of the SOQ indicated major deficiencies within the measure. Rather than discarding it or continuing its use in an unsystematic fashion, it is suggested that efforts be made to develop a psychometrically stable interpretive structure for the measure. These results suggest a five-factor model (acceptability, perceived factual knowledge, social disintegration, personal defect, and emotional perturbation) that would appear to be an improvement over the eight-factor model, but further research is necessary before the five-factor model is used. (SLD)

ED 353 278 TM 018 990

Hollandsworth, Linda
Understanding Assessment: Guidelines for Utilizing a Qualitative Approach.
PUB DATE- 92
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; College Faculty; College Students; Course Content; *Course Evaluation; *Educational Assessment; Educational Quality; Evaluation Utilization; *Formative Evaluation; *Guidelines; Higher Education; Instructional Effectiveness; *Interviews; *Qualitative Research

The background and purpose of course assessment are examined. The paper includes suggestions for classroom instructors in setting up formative assessment plans based on qualitative research. Focus is on the interview technique. It is discussed as a practical source for evaluating what actually takes place during a course, including the appraisal of the course itself, instructional procedures, and content. Steps for conducting student interviews are intended to promote student involvement and to aid instructors in determining ability levels and course focus. In the drive toward academic excellence, formative assessment assists students and instructors in reaching the goal of successful learning in the classroom. There is a 24-item list of references. (SLD)

ED 353 279 TM 018 992

McGurk, Erin K.; Pimentle, Jodi A.
Alternative Instructional Grouping Practices.
PUB DATE- Apr 92
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Ability Grouping; Class Organization; Comparative Analysis; Educational Practices; Elementary Secondary Education; Flexible Scheduling; *Grouping (Instructional Purposes); *Instructional Program Divisions; *Multigraded Classes; *Nongraded Instructional Grouping; *Nontraditional Education; Teaching Methods
IDENTIFIERS- *Joplin Plan

Alternatives to the current system of graded classes and ability grouping are examined that would allow teachers to balance individual student needs with practical considerations in instructional delivery. In addition to reviewing the alternatives, the research that has examined these approaches

Corporation, which provides detailed information concerning the academic past of 1,359 freshmen entering the University of Nebraska at Omaha (UNO) in the fall of 1989, their family backgrounds, past achievements, and goals and aspirations for the future. The ACT Assessment provides test results in four areas (English, mathematics, social sciences, and natural sciences). This report provides one figure and describes support expectations. These freshmen were interested in advanced placement programs and credit by examination, and they required academic support services. The UNO participates in two data producing and analysis programs annually based on the Student Assessment Program of the ACT Corporation. The "ACT Class Profile, 1990-91" in the second of two serial issues provides data on 1,399 freshman entering the UNO in the fall of 1990 and their initial academic efforts at the university. The two reports provide information that is supportive and related in time; the class profile data group of 1 year produces the Prediction Research group of the next year. Caution must be exercised in the use of ACT scores to predict the grades of students enrolling in the UNO. Overall, the UNO entering freshmen classes for the fall of 1989 semester and the fall of 1990 each were diverse groups with academic and personal characteristics that were much in line with those expected from UNO students over the years. (RLC)

ED 353 298 TM 019 350

Petry, John R., Ed.; And Others
Annual Meeting of the Mid-South Educational Research Association. Proceedings, Containing the Abstracts of Discussion Sessions, Display Sessions, Symposia, and Training Sessions (21st, Knoxville, Tennessee, November 11-13, 1992).
PUB DATE- Nov 92
NOTE- 144p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Abstracts; Conference Papers; Educational Assessment; *Educational Research; Elementary Secondary Education; Higher Education; Research Methodology; Teacher Education; Test Use
IDENTIFIERS- Mid South Educational Research Association

Topics of papers presented at the Mid-South Educational Research Association (MSERA) 1992 meeting include: learning; teacher education; culturally-diverse students' performance on Torrance Tests of Creative Thinking; school improvement; at-risk students; attitudes; holistic scoring of writing samples; handicapped students; black education; reading; administration; the MSERA; science; research methodology; whether funding inequities produce educational disparity in Alabama; counseling; parent involvement; finance and educational vouchers; mathematics; applied research using Q-methodology; testing and instruction; teacher assessment; inservice teacher education; teaching educational research in computer laboratories; postsecondary issues and programs; curriculum; intercollegiate athletics and higher education; reading and career education; the arts; early childhood education; learning styles; vocational education; English education; American Psychological Association learner-centered principles; an integrated media environment for publishing teacher education student projects; gender issues; gifted students; stress; writing and publishing; development and language; the Mississippi Alliance for Minority Progress; microcomputers; parent education; graduate study; instructional grouping; adult graders (27 males and 14 females) were assessed. No student was of full-blood Native American descent, although all students lived on or near tribally held lands and lived in areas dominated by Cheokee customs and culture. No response scores were analyzed to differentiate between no score responses and unattempted items. Average mean standard scores per student and per grade were calculated as well as standard scores for fluency, originality, elaboration, abstractness of title, resistance to closure, and creativity indexes. Results indicate a higher originality score among Cherokee students, but lower resistance to closure scores. The lower resistance to closure scores created a drop in the mean creativity score for most of the students. These results are consistent with other studies and suggest that creative thinking styles emphasizing originality may be strengths aiding the teaching of Native American students. (Author/RLC)

ED 353 316 TM 019 380

Sutarso, Toto
Students' Attitudes toward Statistics (STATS).
PUB DATE- Nov 92
NOTE- 19p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Knoxville, TN, November 11-13, 1992). For a related document, see TM 019 400.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Attitude Measures; *College Students; Educational Attitudes; Factor Structure; Higher Education; Psychometrics; *Rating Scales; *Statistics; *Student Attitudes; *Test Construction; Test Reliability
IDENTIFIERS- *Students Attitudes Toward Statistics Inventory; University of Alabama

The purposes of this study were to develop an instrument to measure students' attitude toward statistics (STATS), and to define the underlying dimensions that comprise the STATS. The instrument consists of 24 items. The sample included 79 male and 97 female students from the statistics classes at the College of Education and the College of Commerce and Business Administration at the University of Alabama (Tuscaloosa). Students were asked to indicate the extent to which each statement described them using a scale from 0 to 9. The resulting data show that the alpha reliability coefficient for the whole 24 items was 0.82. Then, after dropping the 3 weakest items, the reliability coefficient increased to 0.86. A principal components factor analysis with a varimax (orthogonal) rotation revealed the following six factors: (1) students' interest and future applicability; (2) relationship and impact of the instructor; (3) attitude toward statistical tools; (4) self-confidence; (5) parental influence; and (6) initiative and extra effort in learning statistics. The Students' Attitudes Toward Statistics inventory psychometric analysis revealed sound properties and therefore can be used by researchers and practitioners to measure students' attitudes about statistics. The instrument is included. (Author/RLC)

ED 353 317 TM 019 381

Myers, Richard S.; Pyles, Michelle R.
Relationships among High School Grades, ACT Test Scores, and College Grades.

Format
IDENTIFIERS- Open Ended Questions

This paper compares the response rates of university graduates on the following three formats of a questionnaire: (1) a two-page questionnaire that is to be returned with an accompanying self-addressed stamped envelope; (2) a format using smaller type and condensed format to present the questionnaire items on a single page that is to be returned with an accompanying self-addressed stamped envelope; and (3) the single-page questionnaire incorporated into a self-mailer in lieu of the return envelope. A wide-scale questionnaire mailing to university baccalaureate graduates surveyed their perceptions on the effectiveness of their education. For 19 out of 20 questions, graduates had to respond on a 4-point scale. The last question was an open-ended item that was keyed to the original 4-point scale. The three questionnaires and return envelopes were identifiable only by college, and there was no follow-up mailing. Of 7,078 questionnaires sent, 1,830 (25.7 percent) were returned. Response percentages across the 3 questionnaires were 27.9 percent, 26.3 percent, and 23.3 percent, respectively. There were no significant differences in the proportions responding to the two formats with the return envelope. Significantly more graduates responded to the two-page format than to the self-mailer. Significantly more graduates responded to the one-page with return envelope format than to the one-page self-mailer. (RLC)

ED 353 334 TM 019 400

Sutarso, Toto
Some Variables in Relation to Students' Anxiety in Learning Statistics.
PUB DATE- Nov 92
NOTE- 17p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Knoxville, TN, November 11-13, 1992). For related document, see TM 019 380.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Attitude Measures; *College Students; Correlation; *Educational Attitudes; Educational Background; Higher Education; *Mathematics Anxiety; Mathematics Education; *Predictor Variables; Prior Learning; Rating Scales; *Statistics; *Student Attitudes; Student Characteristics
IDENTIFIERS- *Students Attitudes Toward Statistics Inventory

The purpose of this study was to investigate some variables that relate to students' anxiety in learning statistics. The variables included sex, class level, students' achievement, school, mathematical background, previous statistics courses, and race. The instrument used was the 24-item Students' Attitudes Toward Statistics (STATS), which was administered to the statistics classes at the College of Education and at the College of Commerce and Business Administration at the University of Alabama (Tuscaloosa). The STATS required students to describe themselves based on a 0 to 9 scale, with 0 being "does not describe me" and 9 being "describes me." The sample included 79 male and 97 female students in undergraduate and graduate statistics classes. The data were analyzed in contingency tables using chi square statistics to compute significance of relationships. All data analyses were performed on an IBM miniframe computer. The association analysis showed that there was a significant relationship between students' anxiety in learning statistics and the variables of students'

not achieve were: (1) dysfunctional learned behaviors; and (2) acculturation difficulties. Using findings on dysfunctional families, a 16-session biweekly small group module was developed to address students' learned behavior and acculturation difficulties. Themes of acculturation, personal growth, academic success, and professional development were included along with an achievement strategy. Nine of 11 volunteer students finished the program. Results were measured using pretests and posttests, attitudinal surveys, student journals, homework assignments, and a final student written report. Three students experienced a slight overall positive difference in attitude, and six students experienced negative changes. The negative variation was interpreted to mean that the program made the students aware of their own problems. In addition, students did not show the expected positive cognitive improvement in their grades on tests administered during the program. Appendixes contain the Family Drinking Survey, the Recovery Potential Survey, the short essay test sample, and a form for entering students' results. Included are 7 tables, 1 figure, and 121 references. (JB)

ED 353 353 UD 029 015

Asian-Pacific Learners: Task Force Report to the Minnesota State Board of Education.
PUB DATE- Mar 92
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Asian Americans; Board of Education Policy; Cultural Context; Cultural Influences; *Educational Policy; Elementary Secondary Education; *Guidelines; *Needs Assessment; Pacific Americans; Parent Attitudes; Parent Participation; *Policy Formation; Public Policy; School Community Relationship; Student Attitudes; Teacher Attitudes
IDENTIFIERS- *Asian Students; *Minnesota State Department of Education; Parent Surveys; Student Surveys; Task Force Approach; Teacher Surveys

This report presents the findings and recommendations of the Asian Pacific Learners Task Force (APLTF), which was charged with studying this population in Minnesota and evaluating their needs in the public education system. Thousands of students, hundreds of their parents, and a large number of teachers responded to questionnaires developed by the APLTF and completed by attendees of Public Input Sessions (PBISs). Opening sections list members of the task force, reproduce a cover letter for the report, and outline the recommendations. Another section offers background on Asian Pacific people in the United States generally, their history, and some broad cultural characteristics. Another section outlines the purpose and charge of the APLTF followed by a description of the methods used to gather information. Those efforts include meetings among members of the APLTF; a series of PBISs; and a survey of students, parents, and teachers. The next section summarizes the outcome of the public sessions. A final section brings together the findings from the studies and recommendations, and groups them under the following five critical categories: (1) staff; (2) inclusive education; (3) learners; (4) parents; and (5) Asian Pacific leadership. Extensive appendixes offer 10 figures containing distribution and demographic information; a planning letter; the Inclusive Educational Program Rule; a news release; the student, parent, Academic Women: Different Ways of Knowing. ASHE Annual Meeting Paper.

PUB DATE- Oct 92

NOTE- 20p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Minneapolis, MN, October 29-November 3, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- College Administration; *College Faculty; Collegiality; Comparative Analysis; Conflict Resolution; Epistemology; *Faculty College Relationship; Higher Education; Interpersonal Relationship; Postsecondary Education; School Policy; Self Concept; Teacher Attitudes; Teacher Morale; *Women Administrators; *Women Faculty

IDENTIFIERS- *ASHE Annual Meeting

This paper examines the degree to which women faculty and administrators are able to engage in connected knowing and interdependent definitions of self and reality within an institutional environment that values and rewards individualism, separateness, competition, and objectivity. The paper notes that connected knowing is essentially the process of working within groups, investing in empowering others, and focusing on the process rather than the outcomes. Separate knowing, conversely, involves greater isolation of the individual from the group in order to maintain objectivity and the interpreting of relationships hierarchically. Results are presented from interviews with 17 women faculty members and administrators at one state university designed to determine the struggles of these women to remain connected knowers in an environment that most felt supported and rewarded separate knowing. The interviews reveal that, while administrative women seemed more successful at integrating their independence and connected ways of knowing, most women faculty speak of their concern and frustration with this conflict. It is suggested that such conflicts should be considered as important retention and vitality problems for both women and men in collegiate systems. Contains 15 references. (GLR)

ED 352 912 HE 026 112

Daly, Fran; Townsend, Barbara K.

Faculty Perceptions of the Department Chair's Role in Facilitating Tenure Acquisition. ASHE Annual Meeting Paper.

PUB DATE- Oct 92

NOTE- 24p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Minneapolis, MN, October 29-November 3, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- *Administrator Role; College Faculty; *Department Heads; *Faculty Promotion; Higher Education; *Nontenured Faculty; Postsecondary Education; *Promotion (Occupational); Role Perception; Science Curriculum; Teaching (Occupation); *Tenure; Tenured Faculty; Units of Study; Universities

IDENTIFIERS- *ASHE Annual Meeting; Biglan Model

The purpose of this paper was to determine faculty perceptions about the role a department chair does and should play in a faculty member's movement toward tenure. A group of 485 full-

Doornekamp, B. Gerard
The Valuation by Students of the Use of Computers in Education.
PUB DATE- 25 Jun 92
NOTE- 17p.; Paper presented at the European Conference on Educational Research (Enschede, The Netherlands, June 22-25, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Assisted Instruction; Foreign Countries; Microcomputers; Pilot Projects; Questionnaires; Secondary Education; *Student Attitudes; Student Motivation
IDENTIFIERS- Netherlands (Enschede)

Two pilot schools for general secondary education in Enschede (The Netherlands) are taking part in the Technology Enriched Schools Project. One of the research questions is the valuation by the students of the use of computers in education. The valuation is influenced by factors which deal with the perception of the student; the use of computers in teaching-learning situations; the circumstances in which the computers are used; background information on the students; and the frequency of use of computers in education. The research question is investigated by two identical instruments: a paper and pencil questionnaire and a computerized questionnaire. The questionnaire is administered to 816 students. Findings from this study show that about 20% of the students have much experience with computers out of school hours; some students have used the computer at school frequently. No evidence has been found in this study that students with much computer experience at school value the use of computers in education differently from students who have little experience, and the intensity of use of computers for instruction in the pilot schools has not yet affected the enthusiasm and motivation of the students. Thirteen tables and two figures display the findings. A copy of the student questionnaire with a tally of the frequency distribution of responses is appended. (Author/ALF)

ED 352 930 IR 015 868

The Survey of Microcomputers in Schools (1992): Report.
PUB DATE- 18 May 92
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Catholic Schools; Elementary Secondary Education; Enrollment; Longitudinal Studies; *Microcomputers; National Surveys; Private Schools; Public Schools; Research Reports; *School Surveys; Tables (Data)
IDENTIFIERS- *Microintensity Index; *Student Computer Ratio

This Market Data Retrieval report, based on reports from 85% of all public, private, and Catholic schools in the United States, found that the installed base of microcomputers in elementary and secondary schools exceeded 2.5 million in 1991-92, which is 550% higher than the first report in 1983-84. Other reported findings were: (1) installation of microcomputers is increasing at a lower rate each year, despite little doubt about the growing importance of the microcomputer as an instructional resource; (2) the installed base in Catholic and private

(070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Computer Science Education; Engineering Education; Foreign Countries; Futures (of Society); *Information Technology; Job Training; *Labor Force Development; *Labor Needs; Mathematics Education; Postsecondary Education; Science Education; *Sex Discrimination; Vocational Education; *Womens Education
IDENTIFIERS- European Economic Community; *New Information Technologies

The spread of New Information Technologies (NITs) to every sector of the economy has far reaching implication for the design of jobs, for patterns of work organization, and for vocational educational training systems. The full potential of the NITs is however being restricted by chronic skills shortages, particularly of high level NIT skills. Women will comprise a more significant proportion of the European Community (EC) labor force in the future, but they have traditionally been clustered at the bottom of the ladder in a limited number of industrial sectors. This report addresses three main issues: the extent to which the shake up in the work organization will facilitate better use of women as a resource; barriers to women filling the skill shortages in NITs; and how these barriers could be overcome. The report is divided into seven sections: (1) Introduction; (2) Barriers to Women's Employment (the gendering of jobs, child care and domestic commitments, qualifications); (3) Skill and the NITs (deskilling, upskilling and polarization; the "new pedagogics"; the social construction of skill); (4) Skill Shortages in the NITs (technicists, "hybrids" or "business analysts"); (5) Women's Employment and the NITs (gendered subject choice at school, qualifications and segregation, discrimination in employers' recruitment and promotion practices); (6) Women's Training in the NITs (the androcentricity of training provision, women returners' training needs, confidence building, women-only training, female tutors for NITs); and (7) Conclusion and Recommendations. The recommendations focus on ways in which women's access to training in NITs might be facilitated by school based education, vocational education training (VET) systems, and employers. Three tables display data on women's and men's employment in the EC; women's training and the European Social Fund; and students in IT related degree and postgraduate degree courses in the EC. (Contains 48 references.) (ALF)

ED 352 949 IR 015 894

Pryor, Brandt W.
Streams of Knowledge, Streams of Action: The River of Research and Development at Technology Based Learning and Research, Arizona State University.
PUB DATE- Aug 92
NOTE- 10p.; Paper presented at the Meeting of the Association of Management (Las Vegas, NV, August 4-7, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Computer Assisted Instruction; Conventional Instruction; Curriculum Research; *Educational Research; Formative Evaluation; Higher Education; *Instructional Effectiveness; *Interactive Video; *Intermode

shipping list are appended. (Contains 19 references.) (Author/KRN)

ED 352 967 IR 054 315

Tuffield, Joanne
Marketing for Libraries and Information Centres: A Selective Annotated Bibliography. Occasional Papers in Bibliography and Libraries; 21.
PUB DATE- 91
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Foreign Countries; *Libraries; *Library Administration; *Library Planning; Library Services; Marketing; Publicity; Public Relations
IDENTIFIERS- *Marketing Strategies; *New Zealand

The aim of this annotated bibliography is to illustrate the range and type of materials available for marketing management, a tool that can help library managers determine client needs and provide feedback on library services and products. The bibliography includes 67 monographs, serials, and audiovisuals selected for information professionals who want to apply the approach in their institutions but have little or no formal training in marketing. Materials selected have been printed after 1980, and those that are neither easily available nor library-specific have been excluded. Materials are arranged under the following headings: (1) key non-library readings; (2) New Zealand libraries: marketing and promotion; (3) marketing management; (4) marketing and planning; and (5) publicity and promotion. The publication also includes author and title indexes. (KRN)

ED 352 968 IR 054 316

Gawdyda-Merolla, Lori M.
Medical Reference: A Comparative Analysis of Two Consumer Health Databases with MEDLINE.
PUB DATE- Apr 92
NOTE- 38p.; Master's Thesis, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Bibliographic Databases; Comparative Analysis; *Consumer Education; Diseases; *Medical Services; Online Searching; *Public Libraries; *Reference Services
IDENTIFIERS- Combined Health Information Database; Health Periodicals Database; Medline; Vendors

Consumers are becoming more actively involved in making decisions about health care, but librarians have had difficulty providing them with current, authoritative, and readable information. Medical databases provide the best reference to information on most health questions, from the latest breakthroughs to information on treatment methods and diagnostic techniques. The database MEDLINE is the major source of information for health professionals. Within the last 5 years databases geared to consumers have become available. The two primary consumer databases are Health Periodicals Database (HPD) and Combined Health Information Database (CHID). Each of these three databases was searched to obtain information about five common diseases. The output of the three databases was compared as well as the subject content, time coverage, timeliness, cost, and search features of each one. These data were collected from

NOTE- 141p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Activity Units; Adolescents; Childrens Libraries; Elementary Secondary Education; Guidelines; *Handicrafts; Library Services; *Program Development; *Public Libraries; Public Relations; *Reading Programs; Recreational Activities; Recreational Reading; *Summer Programs; Young Children
IDENTIFIERS- Virginia

This manual is designed to support the summer reading programs of Virginia libraries on the theme, "Explore Your Library. . . For the Fun of It," which offers opportunities for youngsters of all ages to be drawn into the library's domain of discovery, mystery, and adventure. The manual provides resources for programs, activities, crafts, and special events, and includes components for both children and young adults. The sections of the manual and their principal contents are as follows: (1) general information, including an overview and forms for registering students, recording attendance and volunteer participation, and volunteer application forms; (2) publicity, including sample news releases, a letter to parents, and displays; (3) programs and activities, including directions for making props for stories and activities; (4) craft ideas, including directions and, in some cases, templates; (5) word games and mazes based on the explorer theme; (6) solutions to puzzles and games; and (7) resources for materials and a bibliography of books on story-telling, art activities for youngsters, and other topics. A three-page form for local librarians to use in evaluating the program and reporting statistics is also included. (KRN)

ED 352 988 IR 054 340

Independent Learning Skills. Volume 1: Scope and Sequence. Revised Edition.
PUB DATE- Jun 90
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Communication Skills; Comprehension; *Course Integrated Library Instruction; Discussion Groups; Elementary Secondary Education; Foreign Countries; *Independent Study; Information Seeking; *Library Skills; *Planning; *Skill Development; Thinking Skills
IDENTIFIERS- Librarian Teacher Cooperation; Winnipeg School Division Number 1 MB

This guide was developed to assist teachers and media staff in Winnipeg, Manitoba to work together to plan programs that help students develop independent, resource-based learning skills. The first section of the guide describes how library research projects can be used to teach independent learning skills. The guide discusses opportunities for promoting active student involvement in research projects; developing higher level thinking skills; using group discussion skills in problem-solving; and evaluating projects. The second section is a skills checklist designed to aid in lesson planning. The proposal is not funded. (MAB)

ED 353 005 JC 930 023

Incorporating Humanities Instruction in Vocational Programs. ERIC Fact Sheet, No. 4.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 82
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Community Colleges; *Curriculum Design; Educational Change; *Humanities Instruction; Integrated Activities; *Interdisciplinary Approach; *Learning Modules; Two Year Colleges; *Vocational Education
IDENTIFIERS- ERIC Digests

Traditionally, humanities instruction at two-year colleges has been identified with transfer education. Since enrollments are decreasing in humanities classes, the future viability of the humanities curriculum will depend on providing humanities instruction to vocational students. This fact sheet discusses some obstacles to changing the humanities curriculum and describes four methods which have been used to make the necessary curricular changes: (1) interdisciplinary courses which provide instruction in two or more subject areas; (2) specialized courses for targeted populations, such as "Literature for Technicians"; (3) modules or short instructional segments that can be inserted into occupational programs; and (4) sharing resource materials and personnel. In addition, seven interdisciplinary courses or modules which have been offered by two-year colleges are briefly described, with contact people listed for each program. A 13-item bibliography is included. (MAB)

ED 353 006 JC 930 024

The Assessment of Entering Students. ERIC Fact Sheet, No. 6.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 82
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Community Colleges; *Evaluation Criteria; *Evaluation Methods; Evaluation Needs; *Minimum Competencies; Remedial Instruction; Standardized Tests; Standards; *Student Evaluation; Two Year Colleges; Two Year College Students
IDENTIFIERS- ERIC Digests

Because of their open-door policy, community colleges enroll a significant proportion of the poorly prepared students entering higher education. Many educators feel that colleges operating under open-door policies have a responsibility to identify underprepared students and provide them with the necessary developmental support. Colleges are usually urged to evaluate psychological as well as academic factors; however, this requires the commitment of extensive financial and human resources. Thus, many colleges limit their assessment efforts to basic skills. Although such assessment should ideally be provided for all students, realistically it can only be applied under certain circumstances. The most common form of assessment is the standardized test, which is preferable to often educational backgrounds of ESL students range from those unable to read and write in their native language to students with college degrees. Given the varied backgrounds of ESL students, community colleges have often developed ESL programs that respond to the specific needs of their local ESL population. Clark College in Washington established one ESL program for foreign students, and a separate ESL program for American immigrant and limited English proficient students. Most commonly, ESL programs include instruction in listening comprehension, speaking, reading, writing, and grammar. Vocational ESL programs, which weave English language skills into vocational subject areas, have also been established at a number of two-year colleges. ESL students often require special assistance to complete transfer and vocational programs. To address the language-related problems of its growing ESL population, Golden West College in California established a volunteer program to provide guidance in such areas as study skills, note-taking, self-esteem, and dealing with social service agencies. (PAA)

ED 353 023 JC 930 055

Isonio, Steven
Implementation and Initial Validation of the Combined English Language Skills Assessment (CELSA) at Golden West College.
PUB DATE- Jan 93
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; *Cutting Scores; *English (Second Language); *Language Tests; Limited English Speaking; Pilot Projects; Predictive Validity; Scoring Formulas; Student Placement; Test Format; *Test Use; *Test Validity; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Combined English Language Skills Assessment Test; Golden West College CA; Multiple Correlation Formula

During spring 1992, the Combined English Language Skills Assessment (CELSA) test was piloted with a sample of English-as-a-Second-Language (ESL) classes at Golden West College (GWC) in Huntington Beach, California. The CELSA, which utilizes a cloze format including parts of conversations and short dialogues, combines items from beginning, intermediate, and advanced levels of the English Language Skills Assessment test, and thus is a useful tool for placing students in all levels of English courses. The pilot test sample consisted of 377 students enrolled in 18 sections of ESL courses in spring 1992, representing all ESL course levels at GWC. To evaluate test validity, test results were matched with each student's instructor-provided recommendation of referral to another ESL or English course for the following semester. In addition, recommended cut scores for class placement were sought to eventually implement the CELSA as a placement test at GWC. The study found a high correlation between CELSA test scores and instructor referrals across the range of ESL course levels, providing clear evidence for the predictive validity of the CELSA. Also, cut scores were determined using the Multiple Correlation Scheme (MCS), which incorporates mean and standard deviation values to identify scores that differentiate adjacent levels. The cut scores were recommended for use with the CELSA as an initial course placement tool at GWC. A set of recommendations for implementing the CELSA at GWC, data tables, the MCS calculation formula, and a description of seven ESL course levels are included. (PAA)

Training Program Designed for Foster Care Workers & Foster Care Parents.
SPONS. AGENCY- Colorado State Dept. of Social Services, Boulder.
PUB DATE- Dec 91
NOTE- 46p.; For other manuals in this series, see ED 339 492-502 and PS 020 812-818.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Family Relationship; *Family Role; *Family Structure; Foster Care; *Foster Children; *Foster Family
IDENTIFIERS- Colorado State University; Family Communication; *Family Development; Family Rules

This module is part of a training program for foster parents and foster care workers offered at Colorado State University. The module explores the nature of family dynamics. The module's learning objectives address: (1) family functions, structure, membership, and responsibilities; (2) the stages of family development; (3) the impact of family structures, behaviors, and communication patterns on foster families; and (4) the effect of a foster child on the dynamics of a family. The module consists of six lectures which include reading materials, charts, and activities for individuals or groups. The first three lectures consider the function of, stages in the development of, and roles within the family. A role-playing exercise related to family rules, roles, functions, and communication patterns is included. The fourth lecture examines family rules. The foster child's entrance into and departure from a foster family are discussed in the fifth and sixth lectures. A form for evaluating the module is appended. (BC)

ED 353 042 PS 020 814

Schatz, Mona Struhsaker; And Others
Drinking, Drugs & Youth: Use and Abuse. Fostering Families. A Specialized Training Program Designed for Foster Care Workers & Foster Care Parents.
SPONS. AGENCY- Colorado State Dept. of Social Services, Boulder.
PUB DATE- Dec 91
NOTE- 54p.; For other manuals in this series, see ED 339 492-502 and PS 020 812-818.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adolescents; Alcoholism; Counseling Services; Drinking; Drug Addiction; *Drug Rehabilitation; Drug Use; Family Problems; Foster Care; *Foster Children; *Foster Family; *Parent Child Relationship; Preadolescents; *Substance Abuse
IDENTIFIERS- Codependency; Colorado State University; Outpatient Care; Outward Bound

This module is part of a training program for foster parents and foster care workers offered at Colorado State University. The module examines substance abuse by children aged 10 years and above. The module's learning objectives address: (1) family rules and coping mechanisms relevant to substance-abusing youth; (2) characteristics of adolescent substance abuse; (3)

the school are considered. A bibliography lists 28 references. (SM)

ED 353 060 PS 020 987

Seldon-Amos, Brenda
Improving Parent Participation by Reducing the Barriers That Inhibit Their Forming a Partnership with the School.
PUB DATE- 92
NOTE- 68p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Family School Relationship; Group Activities; *High Risk Students; Intermediate Grades; *Newsletters; Parent Attitudes; *Parent Participation; *Parent School Relationship; Parent Teacher Conferences; Parent Teacher Cooperation; Questionnaires; Social Support Groups
IDENTIFIERS- *Barriers to Participation; Partnerships in Education

Many parents of children at risk for failure do not participate in school-related activities. Some parents have a negative view of all school contacts. This practicum examined ways to engage parents of children at risk of failure in informative and self-help experiences that helped the parents feel more connected with the school experience. Eight monthly newsletters and eight parent group forums were used to reduce parents' frustration and increase their participation. The newsletters provided information to parents and also provided an opportunity for parents to share topics of interest to them. The group meetings gave parents the opportunity to identify and discuss issues. Among the objectives were that parents would: (1) report a better understanding of child development issues; (2) increase their positive input into their children's academic lives; and (3) increase their participation in school-related activities and parent teacher conferences. All objectives were met. The parent questionnaire, parent group appraisal form, and other forms are appended. Contains a list of 44 references. (SM)

ED 353 061 PS 020 997

Wilson, Suzanne M.; And Others
Deeply Rooted Change: A Tale of Learning To Teach Adventurously. Elementary Subjects Center Series No. 59.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 92
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College School Cooperation; *Educational Cooperation; *Educational Innovation; Grade 3; Higher Education; Integrated Curriculum; Primary Education; *Professional Development; *Teacher Attitudes; Teacher Behavior; *Team Teaching

This report describes the collaboration of a teacher educator at Michigan State University and two experienced elementary school teachers who spent 3 years team teaching an integrated curriculum that they developed for their third grade students. Four themes are most indicative of the teachers' experiences with the difficulties and rewards of learning to teach in innovative ways: courage, communication, trust, and time. These

(055)
DESCRIPTORS- Community Involvement; *Educational Improvement; *Educational Principles; Elementary Secondary Education; *Parent Participation; Parents; *Parent School Relationship; Parent Teacher Cooperation; *School Community Relationship; *School Support; State Programs
IDENTIFIERS- *New York

This booklet outlines the principles of a New Compact for Learning between families, communities, and schools in New York. Its main ideas are that: (1) all children can learn and contribute to their families and communities; (2) parents, teachers, and other community members must work together to help children learn; (3) a society must demand the best from everyone and help children live and work together now and in the future; (4) all children should have good schools, good teachers, and an equal opportunity to learn; (5) each person must accept responsibility for making sure that children do not fail; and (6) communities should praise schools, students, families, and teachers who do well and give help where it is needed. To carry out these ideas, parents need to support their children at home, communicate with their children's educators, support their local schools, become advocates for education, and share in decision making. The booklet provides addresses and telephone numbers where parents and community members can find out more about the New Compact for Learning and Parent Partnerships. (MDM)

ED 353 081 PS 021 082

Investing in Children. Hearings before a Subcommittee of the Committee on Appropriations, United States Senate, One Hundred Second Congress, Second Session. Special Hearings.
PUB DATE- 92
NOTE- 267p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adolescents; *At Risk Persons; Children; Community Services; Cooperative Planning; Delivery Systems; Early Childhood Education; *Early Intervention; *Educational Improvement; Elementary Secondary Education; *Family Programs; *Federal Aid; Federal Programs; Hearings; Public Policy; *Social Services; State Programs
IDENTIFIERS- Congress 102nd

Hearings were conducted in Newark (New Jersey), Los Angeles (California), Detroit (Michigan), and Atlanta (Georgia) to elicit testimony concerning public investment in education and social services for children and their families. At each of the four hearings, an opening statement by Senator Tom Harkin was followed by statements from individuals interested in children's education and services. In the four hearings, oral and written testimony concerning the need to improve and better fund education and social services for children and their families was presented by nearly 50 senators, representatives, mayors, educators, health care providers, religious leaders, community leaders, and concerned individuals. (MDM)

ED 353 082 PS 021 083

Frost, Joe L.
Playground Development Guidelines for School Systems.
PUB DATE- 92
NOTE- 11p.
LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrative Organization; American Indians; *Canada Natives; Community Development; *Community Education; Foreign Countries; *Juvenile Justice; *Self Determination
IDENTIFIERS- *Development Education; Ontario; *Young Offenders Act 1984 (Canada)

The Inner Circle project addresses the leadership staff and community education needs of Ontario's Native peoples as they relate to the introduction and implementation of the Young Offenders Act of 1984. The project is the first phase of a unique education process supporting self-determination, local control, and institution-building among aboriginal peoples. The project has eight discrete sections, tailored to meet the unique character, mandate, and developmental stage of each organizational member of the Ontario Native Council on Justice. The organizations represent various tribes or groups of status Indians, non-status Indians and Metis, Native women, and Native law students. Inner Circle objectives include: (1) providing appropriate information and resources concerning the Young Offenders Act; (2) involving Native peoples in the design, implementation, and follow-up of education and training related to the Act; (3) encouraging personal accountability, community involvement, and parental responsibility, as stated in the Act; (4) supporting Native self-determination in the justice-related field; (5) increasing Native awareness of problems facing Native youth, families, and communities; and (6) encouraging development of skills appropriate to community-based development and planning. Plans for workshops, community education strategies, and other activities are summarized for each member organization. Also discussed are the roles of legal and community resource people and alternative forms of project administration. (SV)

ED 353 102 RC 018 903

Redman, John M.
Metro/Nonmetro Funding Allocation Under Title II-A, Job Training Partnership Act.
PUB DATE- Nov 90
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Economically Disadvantaged; *Employment Programs; Federal Programs; Financial Support; *Job Training; Poverty; *Resource Allocation; *Rural Economics; *Rural Urban Differences; Unemployment
IDENTIFIERS- *Job Training Partnership Act 1982 Title IIA

The Job Training Partnership Act (JTPA) Title II-A program is the main federal effort to enhance the employability of economically disadvantaged youths and adults. The amount of funds allotted to each state is determined by a formula that allocates two-thirds of available funds on the basis of relative unemployment levels and one-third on the basis of the number of disadvantaged persons in each state. This allocation formula produced a rise in expenditures per member of the civilian labor force and expenditures per disadvantaged person in Service Delivery Areas (SDA's) in rural areas between July 1987 and June 1988. This was due to the unusually high unemployment rates experienced by many nonmetro areas at the time. The current regional distribution of JTPA funds was compared with distributions obtained from application of two technique of using only spotters. (LP)

ED 353 120 RC 018 939

Henderson, Bob
Canada Experientially: Every Trail Has a Story.
PUB DATE- Oct 92
NOTE- 9p.; In: Hanna, Glenda M., Ed. Celebrating Our Tradition Charting Our Future: Proceedings of the International Conference of the Association for Experiential Education (20th, Banff, Alberta, Canada, October 8-11, 1992); see RC 018 928.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Experiential Learning; *Field Instruction; Field Trips; Foreign Countries; Maps; *Outdoor Education; Postsecondary Education; Secondary Education; Trails; *Travel
IDENTIFIERS- *Canada; *Canadian Studies

The discovery of Canada means rolling out a new map, giving meaning to the land and its heritage. Experientially discovering Canada is at the heart of teaching and learning. It is necessary to balance experiential exploration with classroom and library exploration. In order to achieve this, the student must be a traveler. Programs that attempt to offer this balance are grounded in the notion that the student will never understand the writings of Canada's discoverers, explorers, and settlers without time to share in that experience of life in the bush. There are distinct resemblances between early travelers' reactions to the journey and those of modern writers. Specific program objectives should capture traditional ways of the North, inspire connection to place, and expose the inherent, intrinsic worth of wildlands. The experience also involves teaching camping skills, providing opportunities for socialization, and offering an enjoyable recreational setting. Water travel as part of the discovery of Canada is strongly advocated and is best with "big days" on the water with short stays at campsites. The guide complements physical and spiritual activities with readings or ideas and stories from the past. This paper suggests that with attention to roots, spirit, and imagination, the guide can help participants roll out a new map and find the so called "New World" that both baffled and was ignored by many Euro-Canadian ancestors. (LP)

ED 353 121 RC 018 940

Quinn, William J.; Smith, Thomas E.
The Sweat Lodge Ceremony in Challenge/Adventure Programming.
PUB DATE- Oct 92
NOTE- 16p.; In: Hanna, Glenda M., Ed. Celebrating Our Tradition Charting Our Future: Proceedings of the International Conference of the Association for Experiential Education (20th, Banff, Alberta, Canada, October 8-11, 1992); see RC 018 928.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adventure Education; *American Indian Culture; *American Indians; *Individual Development; Outdoor Education; Postsecondary Education; Program Descriptions
IDENTIFIERS- Ceremonies; Native Americans; *Rituals; *Saunas

This paper advocates the potentials of "sweat lodge" rituals for adventure education programs. Historically, rituals and science and mathematics and related their experiences with the NSF's science and mathematics education programs. The panel also gave recommendations on how Congress could better support science and mathematics education in elementary schools. The topics discussed included: need for material and professional support in elementary school science and mathematics instruction; parent and student attitudes towards science and mathematics; inservice teacher education; and educational innovations. Prepared statements by several participants are included. (MDH)

ED 353 138   SE 053 072

Elementary Science. Primary Program Guide.
PUB DATE- 86
NOTE- 142p.; For related documents, see SE 053 148-150, SE 053 153, SE 053 156-158, SE 053 160-161, and SE 053 163-164.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Concept Formation; Curriculum Guides; *Elementary School Science; Foreign Countries; *Fused Curriculum; Integrated Curriculum; *Language Arts; Lesson Plans; Primary Education; Process Education; *Science Activities; Science and Society; Science Curriculum; *Science Education; Science Instruction; Scientific Methodology; Student Evaluation; Units of Study
IDENTIFIERS- Northwest Territories; *Science Process Skills

As the world becomes more complex and the rate of change increases, Canadian students need more and better science education increases, Canadian students need more and better science education to prepare them for the future. This book provides a framework for building scientific concepts and developing the learning of process skills for grades 1 to 3 in the Northwest Territories. The major sections include: (1) Science--A Verb, Not a Noun; (2) Goals of the Elementary Science Program; (3) Elementary Science Program Elements (process skills, psychomotor skills, attitudes, and science concepts); (4) Program Structure (format, time allotments, grade specific objectives, and learning resources); (5) Approaches to the Teaching of Science (language development (LD) approach to teaching science, how to develop a LD unit, LD framework, how to plan LD lessons, possible sequences using this approach, and inquiry approach); (6) evaluation (concepts related to grades one, two, and three, evaluating the process skills, attitudes and behaviors, and performance with manipulative materials, checking the growth of inquiry process); (7) scope and sequence (correlation of grades one, two, and three units to various resource materials, suggested sequence using LD approach; (8) Primary Science Program Details; and (9) Appendix (classroom organization and management, safety in science, reporting and research skills, effective questioning technique, plant and animal care, use of Systeme Internationale (SI)--the metric system, Systeme Internationale equipment list, a list publishers/distributor, and a list of suppliers). (PR/CW)

ED 353 139   SE 053 092

Lang, William S.; And Others
The Comparison of Preferences and Attitudes toward Mathematics between Middle Grade Children and Their Teachers.
PUB DATE- Mar 92

One of the basic principles of the Language Development Approach is that students must learn the language necessary to understand, talk, and write about all subject areas in order to succeed in school. This book contains information about teaching primary school science in the Northwest Territories with lessons that emphasize language. The goals of the unit are to (1) develop students language proficiency; (2) provide opportunities for students to use language in many different situations and for many different purposes; (3) develop student listening, speaking, reading, writing, and thinking skills including the science process skills; and (4) expand student knowledge of the science concepts related to the sun, moon, and shadows. Following a section on resources (picture and a sample activity, and related English materials--magazines, lists of children's books about bears, teacher's resources, films, etc.), lesson plans for grades one, two, and three on four topics (what is light, what makes a shadow, how do shadows change, and sun, moon, and earth) are presented. Activity ideas for science/social studies, mathematics, language arts, music/poems/stories, art, physical education/movement, and special activities are suggested. Each lesson plan contains the following segments--exercises or activities: science concepts, English vocabulary, English sentence patterns, English language concepts, special materials required, concept development/language exposure, language practice, and application. Poems, songs, and stories on this subject conclude the guide. The lessons are appropriate for students whose first language is English as well as for students who are learning English as a second language. (PR/CW)

ED 353 154 SE 053 162

Middleton, James A.
Teachers' vs. Students' Beliefs Regarding Intrinsic Motivation in the Mathematics Classroom: A Personal Constructs Approach.
PUB DATE- 22 Apr 92
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 22, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Measurement; *Cognitive Structures; Interviews; Junior High Schools; Lesson Plans; Mathematics Education; *Mathematics Instruction; Middle Schools; Models; Qualitative Research; *Student Attitudes; Student Characteristics; *Student Interests; *Student Motivation; *Teacher Attitudes
IDENTIFIERS- Middle School Students

The relationship between teachers' and students' personal constructs regarding intrinsic motivation in the mathematics class were examined in this study. Participants were six middle-school mathematics teachers and 30 students from 5 classes. Videotape, direct observation, individual interviews, and repertory grid tasks focused on the ways in which teachers attempted to build their students' motivations into their lessons, and the belief systems of teachers vs. students. Recent mathematics activities for each class served as elements for construct elicitation in the repertory grid task. Teachers and students were presented with random pairs of activities and were asked to determine what made one activity more fun than the other. Responses (constructs) were entered into a computer program that paired each activity with each construct and asked

Methods; Units of Study; *Voting

This project is designed to help secondary school students prepare for participation in the electoral process as informed citizens. The project has students focus on current events pertaining to the U.S. election process. They study basic government concepts found in the Constitution, such as Separation of Powers, as well as practices that have become informal institutions, such as parties and nominating conventions. Six to eight weeks prior to an election, students collect, organize, and analyze information concerning the candidates, parties, and issues in the election. From these data, students write a scenario for a "Meet the Candidates" class session, in which students role play actual candidates. The candidate surrogates debate one another in front of their fellow students. The student audience then decides who is the best qualified candidate. They let their opinion be known in a "straw poll." Finally, students follow the results of the actual election on television, radio, and in the press. These materials include the following information: project overview, rationale for the project, objectives, profile of skills and activities, planning the project, implementing the project, evaluation procedures, a selected bibliography for content input, and sample handouts for content input. (DB)

ED 353 173 SO 022 190

Giannangelo, Duane M.; Kaplan, Mary Bene
An Analysis and Critique of Selected Social Studies Textbooks.
PUB DATE- 92
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Concept Formation; Content Analysis; Economics Education; Educational Research; Evaluation Criteria; Geography Instruction; History Instruction; Problem Solving; Public Schools; Secondary Education; *Social Studies; *Textbook Evaluation; *Textbook Research; Textbooks; United States Government (Course)
IDENTIFIERS- Memphis City Schools TN

The purpose of this paper is to evaluate four social studies textbooks recently under consideration for use by the Memphis (Tennessee) City Public Schools. The textbooks, chosen at random, are: "World Geography: A Physical and Cultural Study" (de Blij and others, Scott Foresman, 1989); "A History of the United States" (Boorstin and others); "Economics and Making Decisions" (Kourilsky, West Publishing, 1988); and "Government in America" (Hardy, Houghton Mifflin, 1990). Each of the textbooks was examined critically in five areas: (1) readability level; (2) number of concepts presented and subsequent concept development; (3) development of a problem solving sequence of material assessing cause and effect, testing hypothesis, and drawing conclusions; (4) analysis of the six levels of questions via Bloom's taxonomy of the cognitive domain; and (5) type of evaluation. Overall the study determined that the four textbooks only partially developed the qualities for which they were evaluated. A 21-item bibliography is included. (DB)

ED 353 174 SO 022 229

Gordon, Liz
Educational Reform in New Zealand: Contesting the Role of the Teacher.

Muslim entrance into Spain) and ends with 1492 (the date of the end of Muslim rule in Spain). The activities of the unit culminate with the recreation of a banquet set in the Alhambra Palace in Granada, Spain. The unit includes historical background and materials on aspects of Islamic culture (art and architecture, clothing, food, music, games, and stories). A number of ideas for student projects are suggested throughout the unit, and several primary source documents are featured. An appendix includes a 711-1492 timeline; notes on Arabic transliteration and pronunciation, a guide to pronunciation, and a bibliography. A set of 25 slides of the Alhambra and a tape cassette of music from the world of Islam have been created to accompany this curriculum. (DB)

ED 353 200 SO 022 764

Ekstrand, Lars Henric
The Future of Non-Formal Education for Women in India: Problems and Suggestions for a Fruitful Development. Reprints and Miniprints No. 750.
PUB DATE- 92
NOTE- 20p.; Reprinted from "Women and Literacy: Yesterday, Today and Tomorrow," a report from the Hasselby Symposium on Women and Literacy sponsored by the Nordic Association for the Study of Education in Developing Countries (Stockholm, Sweden, June 8-10, 1989); pp183-198.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Developing Nations; *Educational Development; Educational Opportunities; Females; Foreign Countries; International Education; Literacy Education; *Nonformal Education; Nontraditional Education; Program Evaluation; Rural Development; Vocational Education; *Womens Education
IDENTIFIERS- *India

Non-Formal Education (NFE) is traditionally defined as any organizational activity outside the established formal education system. In India two major types of NFE exist. The first type is literacy courses, available for students of any age; these are taught in the evenings. The second type is vocational training, which often takes place during the day. NFE in India is becoming a key factor in development work, not only because rural development is the most important goal for a better future in India, but also because NFE is, in practice, the only alternative for literacy for most women. Possible solutions for some of the major operational problems related to the NFE programs in India are proposed and discussed. These include methodology, teaching techniques, pupil assessment, and a number of physical hazards that act to hamper learner performance. A 20-item list of references is included. (DB)

ED 353 201 SO 022 766

Weber, Susan, Ed.
USA by Numbers: A Statistical Portrait of the United States.
PUB DATE- 88
NOTE- 188p.; Separately published 22-page "Teacher's Guide," developed by Deborah E. Brouse, bound in.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010),Numerical/Quantitative Data (110)
DESCRIPTORS- Abortions; Air Pollution; Birth Rate; Contraception;

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Ability Grouping; Academic Achievement; Class Organization; Educational Change; *Educational Status Comparison; Elementary Secondary Education; *Equal Education; Faculty Development; Group Structure; *Heterogeneous Grouping; *Homogeneous Grouping; Labeling (of Persons); Multicultural Education; Outcomes of Education; *Student Placement; Teacher Expectations of Students; Track System (Education)
IDENTIFIERS- *Alternative Conceptions; Reform Efforts

With new knowledge and tools at their disposal, educators at all levels are exploring alternatives to ability grouping in order to improve schooling for all students. Bringing about positive results requires the development and utilization of knowledge about how ability grouping affects schools, exploration of beliefs that support grouping, and identification of the educational tools and techniques that make alternative practices possible. Implementation of alternatives to ability grouping include more than the regrouping of students from homogeneous to heterogeneous groups. Rather, what is needed is whole-school reform, requiring educators to investigate and adapt a variety of new approaches to curriculum and instruction in the classroom. Curriculum and instruction resources developed expressly for heterogeneous groups emphasize thinking skills, cultural perspectives, and high expectations for all students. Successful school reform depends on demonstrating to different interest groups that children will not be harmed and will indeed benefit from alternatives to ability grouping without diluting the curriculum. Professional development for teachers and leadership pulling together the necessary knowledge and tools make implementing alternatives to ability grouping possible. (Contains 9 references.) (LL)

ED 353 221 SP 034 203

Monroe, Suzanne S.
Kidwatching: A Vygotskyan Approach to Children's Language In the "Star Wars" Age.
PUB DATE- 85
NOTE- 26p.; Contains light type and toner streaks in places.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Child Language; Childrens Games; Early Childhood Education; Expressive Language; *Language Acquisition; Oral Language; *Play; Sex Bias; *Sex Differences; Technological Advancement
IDENTIFIERS- *Vygotsky (Lev S)

A Vygotskyan review of children's language examines language samples of a 7-year-old boy at home, at a birthday party, and at play in a sandbox. The language samples indicate common patterns, including his use of tools and symbol together in play. A common thread in the samples is his involvement with high tech tools of futuristic toys. Vygotsky believed the use of tools and signs shared important properties (they both involve mediating activity). He claimed a child's speech was as important as action in attaining goals, and the more complex the action demanded by the situation, the greater the importance of speech in the total operation. Vygotsky emphasized the historically shaped, culturally transmitted psychology of humans. He considered play the primary means of children's cultural development, noting that every function in the child's cultural development appeared on a social, then

ED 353 239 SP 034 261

Zide, Michele Moran; Colbert, Ronald
A Certificate of Advanced Graduate Study in Staff Development: A Field-Based Collaborative Degree Program. Fitchburg State College-Fitchburg Public Schools, Fitchburg, Massachusetts.
PUB DATE- Dec 92
NOTE- 18p.; Paper presented at the Annual Meeting of the National Staff Development Council (24th, Washington, DC, December 8, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Action Research; *College School Cooperation; Degree Requirements; Elementary Secondary Education; *Faculty Development; Graduate Study; Higher Education; Inservice Teacher Education; Master Teachers; *Program Design; School Districts; *School Personnel; *School Restructuring
IDENTIFIERS- *Fitchburg State College MA; *Professional Development Centers; Reform Efforts

This document provides an overview and description of the Fitchburg State College (Massachusetts) Certificate of Advanced Graduate Study (CAGS) Program in Professional Staff Development and the subsequent establishment of the Professional Development Center. The purpose of the certificate is to enable veteran master teachers, specialists, and administrative staff to develop competence in the areas of: organizational development; planned change; the design, delivery, management, and evaluation of staff development programs; and action research to address the needs and goals of a school system, thus empowering the system to restructure through the collaborative efforts of all. The 3-year, degreed, 33-credit field-based graduate program is designed in collaboration with the Fitchburg School System. The paper presents the program goals, academic plan of study, and relevant data regarding the projects. The Center, through the leadership of the Advisory Board, offers support to the goals of area school systems. Workshops, professional seminars, long-term networks, and consultation services enhance the quality of educational services and create a dynamic, mutually rewarding relationship between the college, the community, and the individuals served. (LL)

ED 353 240 SP 034 262

Lee, Elizabeth A.
Reflecting on Teaching.
PUB DATE- Apr 92
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Attitude Change; Classroom Research; Elementary Education; Foreign Countries; *Portfolios (Background Materials); *Teacher Attitudes; Teacher Response; *Teacher Role; Teaching Methods; *Teaching Models; *Writing Instruction
IDENTIFIERS- *Reflective Teaching

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Admission Criteria; *Black Students; College Entrance Examinations; College Preparation; College Students; Ethnicity; Grade Point Average; Higher Education; High Schools; *Hispanic Americans; Predictive Measurement; Predictive Validity; *Predictor Variables; Race; Standardized Tests; *Teacher Education Programs; *White Students
IDENTIFIERS- American Association of Colleges for Teacher Educ; *Hispanic American Students

This study examines how high school preparation, standardized test scores, and scores on program entrance examinations are indicators of White, Black, and Hispanic students' academic performance and completion of teacher education programs. Transcripts of teacher education students (N=712) matriculating in traditional 4-year teacher education programs were collected and analyzed. Results indicate that: students of all races and ethnic groups within the same institution are admitted using the same policy and standards; a correlation exists between high school grade point average (GPA) and success in teacher education programs; GPA is a better predictor of success than Scholastic Aptitude Test (SAT) scores; type of institution attended has a significant effect on mean grades earned; no significant effect was found between race/ethnicity and grades earned; performance in methods courses is better than in foundation courses; completion data indicates a higher attrition rate for Blacks than for Whites and Hispanics; and the highest graduation rate for all students is in large research institutions. A large part of the report consists of tables. The report concludes with three appendices: Teacher Education Institutions by Type, Institutional Data, and Supplementary Tables. (Contains 60 references.) (LL)

ED 353 260 SP 034 302

The Virginia Recertification Manual, July 1990.
PUB DATE- Jul 90
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Faculty Development; Guides; Inservice Teacher Education; *Program Design; *Program Implementation; State Departments of Education; State Standards; *Teacher Certification; Teaching Experience
IDENTIFIERS- *Point System; *Virginia

This manual explains the requirements and procedures for recertification of all certified educational personnel in the Commonwealth of Virginia. The need for alternative routes for recertification of experienced educators precipitated the development of an individualized recertification plan based on a point system. The point system for recertification is a component of the Commonwealth's commitment to provide educators with options and opportunities for professional development programs. The basic requirement for recertification in Virginia states that each holder of a renewable certificate shall accrue a total of 180 points during the 5-year validity period of the certificate. The Virginia Recertification Manual is intended to give the professional educator a choice of options for recertification as career needs change. These choices include:

is reviewed and synthesized. The three alternative grading practices reviewed are: (1) non-graded schools; (2) multigraded classrooms; and (3) the Joplin Plan, developed in Joplin (Missouri), as a system of instructional grouping within a graded school in which students are regrouped for instruction in a specific skill by ability without regard to grade level or age. Overall, research reviewed for this paper provides inconsistent support for the use of non-graded and multigraded classes over traditional practices. In contrast, the use of the Joplin Plan is well-supported by research. Although findings are inconclusive, no detrimental effects were attributed to any of the alternative plans. Suggestions for further research are given. There is a 28-item list of references. (SLD)

ED 353 280 TM 018 994

Thayer-Bacon, Barbara
Richard Paul's Strong Sense Critical Thinking and Procedural Knowing: A Comparison.
PUB DATE- Apr 92
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Critical Thinking; *Educational Theories; *Epistemology; *Feminism; *Thinking Skills
IDENTIFIERS- *Procedural Knowledge

The levels of critical thinking proposed by R. Paul are described and his theory is compared with that of the procedural knowing approach of M. F. Belenky, B. M. Clinchy, N. R. Goldberger, and J. M. Tarule (1986). The distinction between strong sense and weak sense critical thinking is unique to Paul and central to his theory. Critical thinking in the strong sense expects a person to have insight into his or her own cognitive and affective processes, to be able to reason across categories, and to see other viewpoints. Strong sense and weak sense critical thinking require better definition to elucidate the theory, but one can find the possibility of a feminine perspective in Paul's theory. In the thinking of Belenky and others, procedural knowledge is a category of epistemology that relates to Paul's theory. Both forms of critical thinking are forms of procedural knowledge. Paul has essentially pointed out the two ways of procedural knowing that Belenky and others recognize, and has supported connected knowing rather than separated knowing, although he has not discussed the constructed knowledge they define. Critical thinking involves becoming aware of one's deepest held assumptions, and learning to use one's critical skills on these assumptions. (SLD)

ED 353 281 TM 018 999

Tamir, Pinchas; Friedler, Yael
Integrating Research and Development: Curriculum Development Dissertations.
PUB DATE- 92
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)

education; statistics; health education; retention; and drug education. The MSERA constitution and bylaws and lists of MSERA presidents and award winners are included. (RLC)

ED 353 299 TM 019 363

Webb, Noreen
Collaborative Group versus Individual Assessment in Mathematics: Group Processes and Outcomes. Review of Group Assessment Issues. Project 2.3: Enhancing the Utility of Performance Assessments: Domain-Independent R&D.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 92
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; Comparative Analysis; Competence; *Cooperation; Evaluation Methods; Grade 7; *Group Dynamics; Junior High Schools; *Junior High School Students; Mathematics Skills; Middle Schools; *Student Evaluation
IDENTIFIERS- *Individualized Evaluation; Middle School Students; Performance Based Evaluation

Large-scale assessment programs are beginning to design group assessment tasks in which small groups of students collaborate to solve problems or complete projects. However, little is known about the validity of data from group assessment for making inferences about the competence of individual students. The present study compared students' performance in small-group and individual assessment contexts to determine how well achievement scores from group work represented the skills of individual students, and to determine what additional information about students' skills was provided by data on group dynamics and group problem-solving processes. Two seventh-grade general mathematics classes taught by the same teacher at an urban middle school participated in the study. The sample included 53 students (45 percent males and 55 percent females). Sixty-six percent of the students were Hispanic American, 21 percent were Anglo American, 11 percent were African American, and 2 percent were Asian American. During a curriculum unit on operations with decimal numbers, students worked in collaborative small groups (three or four students in a group) for one class period to calculate the costs of long distance telephone calls. Two weeks later, after a review session, students worked on a similar problem individually without collaborating with others. The results show that performance in the group setting was much greater than performance in the individual setting, and that data on group processes gave important insights into students' mathematics skills and their behavior in collaborative groups. Eight data tables are included. (Author/RLC)

ED 353 300 TM 019 364

Page, Ronald C.; De Puga, Ignacio Suarez
Development and Cross-Cultural Application of a Competency Assessment Questionnaire.
PUB DATE- May 92
NOTE- 31p.; Paper presented at the Annual Meeting of the Society for Industrial and Organizational Psychology (7th, Montreal, Quebec, Canada, May 2, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

PUB DATE- Nov 92

NOTE- 15p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Knoxville, TN, November 11-13, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; Black Students; College Entrance Examinations; *College Freshmen; Correlation; Culture Fair Tests; Educational Research; *Grade Point Average; Higher Education; High Schools; High School Students; *National Competency Tests; *Predictor Variables; Racial Bias; Scores; Success; Test Bias; White Students

IDENTIFIERS- *American College Testing Program; *Composite Scores

This study assessed the utility of using both the American College Testing (ACT) Program composite score and high school grade point average (GPA) as predictors of students' success in college, as measured by the GPA at the end of the students' first semester in college. Data were obtained from 420 first-time entering freshmen at a medium-sized public regional university in Mississippi whose student body was 60 percent female and 23 percent minority. There were 326 white and 89 black students in the sample. The data included high school grades, ACT scores, four required college course grades, and freshman year GPAs. A regression analysis was performed using freshman year GPA as the dependent variable, with high school GPA and ACT composite score as independent variables. With a multiple R of 0.57, the relationship is significant, accounting for 32 percent of the variance in grade. Grades in required first semester courses were also studied. The data enable comparisons by race and sex. Broadening the base of admission standards to include multicultural diversity will probably be considered by more states in the wake of the U.S. Supreme Court decision on the "Ayers" case. The use of both the ACT score and high school grades would overcome the objections to using only the ACT score, which itself is not a good predictor of college success for many minority students. Six tables are included. (Author/RLC)

ED 353 318 TM 019 382

Prediger, Dale J.; Swaney, Kyle B.

Career Counseling Validity of Discover's Job Cluster Scales for the Revised ASVAB Score Report.

PUB DATE- Aug 92

NOTE- 61p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Ability; Adults; Career Counseling; Classification; Educational Research; *Employment Qualifications; High Schools; High School Students; *Job Placement; Occupational Clusters; Occupational Tests; *Personnel Selection; *Rating Scales; *Test Validity

IDENTIFIERS- *Armed Services Vocational Aptitude Battery; *Job Cluster Scales

Starting in the fall of 1992, students will be asked to use the U.S. Department of Defense's "Occu-Find" to find occupations that fit their Armed Services Vocational Aptitude Battery (ASVAB) codes, which will be based on the ASVAB academic ability composite (a measure of student cognitive ability). The purpose of this report is to provide evidence bearing on the achievement, statistical preknowledge, school, and current class level. However, the results do not provide enough evidence to suggest that there was a relationship between students' anxiety in learning statistics and the other variables (such as college mathematics background, gender, and ethnicity). (RLC)

ED 353 335 TM 019 401

Davis, Louise E.; Peck, Hugh I.
Outcome Measures--School Climate: Curriculum and Instruction.
PUB DATE- Nov 92
NOTE- 20p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Knoxville, TN, November 11-13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Measures; *Educational Environment; Educational Improvement; *Elementary School Students; Grade 4; Grade 5; Intermediate Grades; Longitudinal Studies; Outcomes of Education; Program Effectiveness; Program Evaluation; School Counseling; *School Districts; School Surveys; Self Esteem; *Student Attitudes
IDENTIFIERS- Hinds County School District MS; Minnesota School Attitude Survey

This study assesses whether or not there is a significant difference in school climate, as reported by students' affective attitudes, toward curriculum and instruction for a cohort from one academic year to the next when intervention programs have been introduced. In the fall of 1989, the Program of Research and Evaluation for Public Schools Education Outcomes Measures research team (four Mississippi school districts) began a longitudinal study on improving school climate. The Minnesota School Attitude Survey, which assesses students' perceptions of their school experiences, was administered to students in the fourth grade during the 1989-90 school year and to students in the fifth grade in the 1990-91 school year. Since only the Hinds County Public Schools (HCPS) continued the longitudinal study, this paper compares data for 2 years for 6 schools in this district. Frequencies, means, and standard deviations were computed. The results indicate significant differences in students' attitudes affecting school climate. Students' responses to questions about curriculum and instruction, in terms of important and pleasant, indicate significant differences in subscale scores after implementation of intervention programs for 1 academic year. The HCPS hired school counselors for each school, whose programs focused on students' positive self-esteem. Principals and teachers reported more student involvement, improved student attitudes, and improved school climate. (RLC)

ED 353 336 TM 019 402

Richardson, Gloria D.
Determining Attitudes toward Writing/Thinking.
PUB DATE- Nov 92
NOTE- 51p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Knoxville, TN, November 11-13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

and teacher questionnaires; findings; and supplemental letters. Included are 11 references. (JB)

ED 353 354 UD 029 018

The Challenge of Change: What the 1990 Census Tells Us about Children. A Report Prepared by the Population Reference Bureau for the Center for the Study of Social Policy.
SPONS. AGENCY- Annie E. Casey Foundation, Greenwich, CT.; Center for the Study of Social Policy, Washington, DC.; Ford Foundation, New York, N.Y.
PUB DATE- Sep 92
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Children; *Demography; Elementary Secondary Education; Employment; Family Characteristics; Family Income; Immigrants; Minority Groups; *National Surveys; Population Distribution; Population Growth; *Population Trends; *Sociocultural Patterns; State Surveys; Tables (Data); Trend Analysis
IDENTIFIERS- *Census 1980; *Census 1990

This report uses census information on children to examine how national demographic trends play out across the country, in states, and in smaller geographic areas. Data for 1980 and 1990 are provided in 35 tables and 15 figures, which illustrate 6 sections of the report. Section 1 looks at the child population, and notes that between 1980 and 1990 the number of children decreased slightly while the number of children under age 6 years increased by 12.5 percent, which is close to the size that this group of children was in 1960. Section 2 presents information on children and families, including composition of households, and variations by race and ethnicity. Section 3 covers children and parents' work, and looks at the numbers of families where both children work. Section 4 details children and family income, noting data on children in poverty by family type, race and ethnicity, and distribution by state. Section 5 discusses children and education, focusing on school enrollment, high school dropout rates, and variations by geographic and race or ethnic group. Section 6 addresses children and immigration, and notes that over 2 million children (3.3 percent of all children under age 18 years) are foreign-born, the highest proportion of whom are Hispanic Americans. An appendix provides additional technical information on the data, definitions, and data sources. (JB)

ED 353 355 UD 029 019

Knapp, Michael S.; And Others
Academic Challenge for the Children of Poverty. Study of Academic Instruction for Disadvantaged Students. Summary Report.
SPONS. AGENCY- Office of Policy and Planning (ED), Washington, DC.
PUB DATE- 92
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Basic Skills; Children; Curriculum Evaluation; *Disadvantaged Youth; *Economically Disadvantaged; Educational Environment; Elementary Education; *Elementary School Students; *Instructional Effectiveness; Instructional Innovation; *Low Income Groups; Supplementary

time, tenured, and tenure-track faculty from 13 U.S. doctorate-granting universities participated in the study. Answers to the following questions were solicited: (1) which department chairs' role are perceived as facilitating tenure acquisition? (3) Do chairs' roles in facilitating tenure vary by discipline (when classified according to the Biglan model of disciplinary differences)? and (3) Do tenured professors and tenure-track professors differ in their perceptions of chairs' roles that would facilitate tenure acquisition? Results of the study indicate that faculty believe that the department chair can and should play an important role in tenure acquisition, although some felt their department head may lack the knowledge and/or authority to do so. Faculty also expressed the need to have their department heads secure funding for various events, such as professional meetings. It was found as well that perceptions of faculty members reinforce the belief that the department head both could and should serve as a mentor for junior faculty. Other findings showed that the role of the department chair in facilitating tenure acquisition varied by type of discipline (e.g., hard-pure, soft-pure, etc.) and that tenure-track faculty more acutely perceived the importance of the chair's facilitative roles than did tenured faculty. (Contains 49 references.) (GLR)

ED 352 913   HE 026 113

Tornquist, Kristi M.; Kallsen, Lincoln A.
Out of the Ivory Tower: An Analysis of the Institutional Characteristics of Universities from Which Firms Acquire Scientific Results. ASHE Annual Meeting Paper.
PUB DATE- Oct 92
NOTE- 38p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Minneapolis, MN, October 29-November 3, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Citations (References); Comparative Analysis; Expenditures; Faculty Publishing; Geographic Location; Higher Education; Industry; *Institutional Characteristics; Productivity; Research; Research and Development; *Research Universities; Research Utilization; *School Business Relationship; School Size; Teacher Salaries
IDENTIFIERS- *ASHE Annual Meeting

This study examined the characteristics of those universities from which scientists, working in private industry, procure research information. It assessed these characteristics with respect to institutional size, quality, institutional type, geographic location, and the presence of cooperative research structures. The study involved a citation analysis of articles written by firm-based scientists within the computer equipment and aircraft industries, and associated these findings with the ascriptive characteristics of the universities that were cited. Citations were found for 117 institutions of higher education. The results indicated that several institutional characteristics, including land grant status, average faculty salaries, and scientific research expenditures, were significantly associated with university research production that was of interest to firms active in these industries. Findings also indicated that the region surrounding a university may be a factor in how often the institution's research is employed by industry, urban and suburban schools, while much smaller than in public schools, grew at a higher percentage rate for the first time in recent years; (3) about 89% of installed microcomputers are in public schools, private schools have 5%, and Catholic schools about 6% of the total; (4) the microintensity index, i.e., a measure of the number of pupils per computer in a school, which has been steadily declining in recent years, ranged from a high of 30 students per computer in Mississippi to a low of 10 in Alaska in 1991-92. The tables that make up the major part of this report provide figures for enrollment, number of computers, and the microintensity index for public, private, and Catholic schools in each state and combined totals for the United States. (ALF)

ED 352 931 IR 015 871

Braden, Roberts A., Ed.; And Others
Visible and Viable: The Role of Images in Instruction and Communication. Readings from the Annual Conference of the International Visual Literacy Association (18th, Commerce, Texas, 1987).
PUB DATE- 87
NOTE- 310p.; For the proceedings of the 23rd conference, see IR 015 872.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- Art Education; Cognitive Style; *Computer Assisted Instruction; Critical Viewing; Desktop Publishing; *Educational Technology; Elementary Secondary Education; Graphic Arts; Library Role; Library Skills; Mass Media; *Microcomputers; Nonverbal Communication; Signs; Television Viewing; Visual Aids; *Visual Learning; *Visual Literacy; Visual Perception

Presentations at the International Visual Literacy Association conference are grouped under five topics, a prologue, and an epilogue: (1) Prologue--"Writing About Visual Literacy" (Roberts A. Braden); (2) Visible Language--four papers concerning picture books, the Macintosh and Laserwriter, the design of library signs, and visual literacy and library programs; (3) Curriculum and Instruction--seven papers including interdisciplinary approach for K-12 students, a critical viewing guide for children, a course in visual communication, media in the integrated curriculum, media education for physically handicapped adolescents, visual processing using computers, and learning styles; (4) Art and Images--four papers about a visual arts index system, visual literacy and the curriculum, art education by radio, and art analysis by computers; (5) Technology--five papers concerning public speaking and computer visuals, computer use in the humanities, educating in the television age, developing computer screens, and electronic images; (6) Theory and Communication--15 papers on the topics of word and image, multi-image presentation in education, graphic design, programmed visualization, mass communications, a reverse design process, library media skills, functions of visuals, reading visual texts, visual literacy in ancient and modern man, the projected and televised image, perceptual flexibility and figure-ground strategies; and (7) Epilogue--"Desktop Confusion" (Darrell G. Beauchamp). (ALF)

ED 352 932 IR 015 872

Baca, Judy Clark, Ed.; And Others

Differences; Mathematics Education; Multimedia Instruction; Needs Assessment; *Pilot Projects; Preservice Teacher Education; Summative Evaluation; Videodisks
IDENTIFIERS- Arizona State University; *Technology Based Instruction

This paper describes the research agenda at Technology Based Learning and Research (TBLR) at Arizona State University, whose primary research mission is to provide information to guide the development and subsequent application of its technology based instruction (TBI) products. It is noted that the research question at the heart of the agenda is the investigation of TBI effectiveness, especially relative to conventional instruction. Each of the stages of the agenda is described--i.e., needs assessment; logic modelling; five stages of formative evaluation (monitoring, systematic review using formal criteria, presentation features analysis, open-ended expert review, and informal field testing); beta testing of the product; and summative evaluation (formal field tests and controlled tests). The various stages in the agenda are illustrated by references to a recently completed pilot project, Teaching Mathematics Methods Using Interactive Videodisc (TMMUIV), a prototype interactive, multimedia instructional tool with both classroom presentation and stand-alone laboratory applications that was developed to help preservice teachers integrate mathematics content with the teaching methods and manipulative materials advocated by the professional teaching standards of the National Council of Teachers of Mathematics. (Contains 26 references.) (ALF)

ED 352 950 IR 015 895

Telecommuting. Hearing on H.R. 5082, A Bill To Promote the Use of Telecommuting, before the Subcommittee on Telecommunications and Finance of the Committee on Energy and Commerce. House of Representatives, One Hundred Second Congress, Second Session.
PUB DATE- 29 Jul 92
NOTE- 99p.; Serial No. 102-149.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Facsimile Transmission; Federal Government; *Futures (of Society); Government Role; Hearings; *Information Technology; Interactive Video; *Long Range Planning; Microcomputers; Modems; Public Policy; Technological Advancement; *Telecommunications; Teleconferencing
IDENTIFIERS- Congress 102nd; Fiber Optics; *Telecommuting; Video Teleconferencing

This hearing on H.R. 5082, "The Telecommuting Act of 1992," focuses on how the developing telecommunications infrastructure can provide major benefits to the environment, employers, and the daily life of working people, who now have the ability to telecommute to their office from some alternative work site located nearer to their home. It is noted that telecommuting hopes to take advantage of technology such as personal computers, modems, fax machines, fiber optics, videoconferencing, and private and public networks, to create remote satellite or tele-work centers away from the traditional work place. H.R. 5082 introduces a legislative proposal to create an office of telecommuting within the National Telecommunications and Information Agency. Witnesses for this hearing include: (1) Steny H. Hoyer, U.S. Representative from Maryland; (2) Carlene Bawden, General Services Administration (GSA); (3) Maxine Sterling, Coordinator for Telecommuting, GSA; (4) Charles M. Oliver, Office of the Assistant Secretary for vendor manuals and from the database producer. The study showed that: (1) HPD generally provides more information on most consumer health topics; (2) CHID provides hard to find information; (3) MEDLINE is not a necessary supplement for the two consumer databases because it is far too technical for most people to use; and (4) HPD is not so comprehensive that it can be used to the exclusion of CHID. For the five questions searched, HPD and CHID provided only one common citation. A list of CHID subfiles and a description of the search strategies used in evaluating the databases are appended. (Contains 20 references.) (KRN)

ED 352 969   IR 054 317

Townsend, Frank C.; Townsend, Catherine M.
Meeting Learning Needs through Multimedia: A Look at the Way Modern Technology Can Help Classroom Teachers Meet the Varied Instructional Needs of Students.
PUB DATE- 25 May 92
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Classroom Techniques; *Cognitive Style; Elementary Secondary Education; Higher Education; *Individualized Instruction; Interactive Video; Learning Strategies; *Learning Theories; *Multimedia Instruction; Optical Disks; *Piagetian Theory; Thinking Skills
IDENTIFIERS- *Learning Style Inventory

This paper builds a case for the use of multimedia to meet students' varied learning needs instead of relying solely on the traditional lecture/textbook/workbook approach. Piaget's theory of intellectual development is used as background for a discussion of developing teaching strategies based on individual learning styles, and various theories of learning and learning preferences are considered. The use of a learning preference survey with three mathematics classes is described to demonstrate how the survey can be used to plan teaching approaches. Increasing uses of various types of multimedia technologies in K-12 classrooms are briefly reviewed and laserdisc technology is described as one option for meeting varied learning needs. A review of some of the literature on the advantages of multimedia in teaching and learning concludes the case for multimedia as a means of systematically incorporating individual learning approaches into the classroom. An example of a student learning style inventory and a guide to interactive instructional technology programs at colleges and universities are appended. (Contains 30 references.) (KRN)

ED 352 970   IR 054 320

Pitet, Lynn T.
Online/CD-ROM Bibliographic Database Searching in a Small Academic Library.
PUB DATE- 1 Aug 92
NOTE- 53p.; Master's Thesis, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Bibliographic Databases; College Libraries; College Students; Faculty; Fees; Higher

checklist breaks resource-based learning skills down into four categories: (1) locational skills--physically finding resources and the information in those resources; (2) analytical skills--analyzing the topic to be researched, developing a research plan, analyzing resources for their appropriateness, and analyzing the value of information in relation to topic and purpose; (3) comprehension skills--understanding the information, considering the information in relation to the topic, extracting pertinent information, organizing information, seeing relationships, making inferences, and drawing conclusions; and (4) recording, reporting, and demonstration skills--used to share information with others. The checklist is designed for use by teachers to decide which specific skills in the four areas should be introduced, reinforced, or extended at a given time in the process of leading students into the research process. (Contains 4 references.) (KRN)

ED 352 989 IR 054 341

Burger, Leslie B.
Into the Future: Continuing Library Education in Idaho: A Plan for 1992-1994.
SPONS. AGENCY- Idaho State Library, Boise.
PUB DATE- Jan 92
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Continuing Education; Library Cooperation; Library Education; Library Personnel; *Library Planning; *Needs Assessment; *Program Evaluation; *Public Libraries; *State Libraries; Trustees
IDENTIFIERS- *Idaho

This report on continuing library education in Idaho is divided into three parts. The first part is an evaluation of the state's first three-year continuing education plan. The evaluation, which showed that librarians found the effort to be an unqualified success, was carried out by interviewing librarians and reviewing plan objectives. The second part of the report is an assessment of unmet training needs, which was performed by holding a series of focus group sessions with continuing education participants to identify ongoing and emerging needs. These needs were addressed in the updated, three-year continuing education plan for 1992-1994, which forms the last section of the report. The updated plan addresses seven goal areas: (1) staff and trustees in all Idaho libraries will have access to education opportunities; (2) basic skills training will be available to all levels of staff; (3) continuing education will be available at the intermediate and advanced levels; (4) the Idaho State Library will continue to encourage the development of a strong, cohesive, statewide library community; (5) ongoing education will be available to public library trustees; (6) the State Library will lead the continuing education program; and (7) education activities will be based on effective planning and evaluation. Three-year objectives are spelled out for each of these goal areas. The statewide continuing education plan with objectives in chronological order, a list of the library's continuing education advisory committee, and a list of the members of the continuing education focus groups are appended. (KRN)

ED 352 990 IR 054 342

unreliable high school grades. Successful assessment efforts depend upon a centrally administered, easily accessible program, and well-trained personnel. Once students in need of remediation are identified, colleges typically either require remediation prior to enrollment in content area courses, allow limited enrollment in content area courses concurrent with remediation, or provide coordinated remedial and content area instruction. (MAB)

ED 353 007 JC 930 025

Community College Honors Program. ERIC Digest.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Feb 84
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academically Gifted; Acceleration (Education); Community Colleges; Curriculum Design; Educational Trends; *Honors Curriculum; Honor Societies; Student Placement; Two Year Colleges; Two Year College Students
IDENTIFIERS- ERIC Digests

Honors programs are not a major part of the community college curriculum due to the colleges' focus on providing access to nontraditional students, as well as the feeling of some community college educators that honors programs are inherently elitist. A 1975 survey found that only 47 of 644 responding institutions had formalized honors programs. A majority (73%) of the institutions, however, reported having informal honors elements, including honors classes, guest speakers, credit by examination, achievement-based financial aid, honor rolls, honor societies, and honors advisory committees. Different types of honors program activities in use at community colleges include: (1) special course sections, which cover course material in greater depth; (2) in-class honors options, allowing students to complete extra work for honors credit; (3) interdisciplinary instruction, providing courses that cover two or more disciplines; (4) honors colloquia; and (5) special activities, including social events and opportunities for special research. Typically, criteria for entering honors programs include students' grade point averages (GPA's) and their scores on standardized tests. Once in honors programs, students must maintain a minimum GPA. The little research that exists on the characteristics of community college honors students suggests that honors curricula must be geared toward vocational and non-traditional students, as well as traditional transfer students. (MAB)

ED 353 008 JC 930 026

Quality Circles in the Community College. ERIC Digest.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jul 84
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Classroom Techniques; Community Colleges; Employer Employee Relationship; Management Teams; Organizational Development; *Organizational Effectiveness; *Participative Decision Making; *Program Descriptions; Program Improvement;

ED 353 024 JC 930 056

Woodard, Michael D.
Education for the 21st Century: Infusing Cultural Diversity into Policy and Practice.
PUB DATE- 5 Jun 92
NOTE- 9p.; Paper presented at the Annual National Conference of the Community College General Education Association (11th, Hauppause, NY, June 5, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Role; Community Colleges; *Cultural Awareness; Cultural Differences; *Cultural Education; Educational Change; *Educational Policy; Educational Trends; Faculty Integration; *Minority Groups; *Racial Bias; *Role of Education; Two Year Colleges; Two Year College Students

Community college education can be seen as a racist institution to the extent that it does not ensure access to services, access to learning and, ultimately, the completion of a degree program for students of color. Racism and intolerance for diversity restrict democracy in American society. Faculty and administrators at community colleges, however, have a critical role in ushering diversity into democracy. Among students of higher education, community colleges enroll 55% of Latino students, 54% of Native American students, and 43% of African American students. However, many of these students do not persist to graduation. Two-year college educators and administrators have a special opportunity and a special responsibility for the education of students of color. Diversity is not about the numbers of diverse groups represented; rather, it is about creating an environment in which each individual, without regard to ethnicity, gender, physical ability, or age can learn up to his or her full potential. The focus of diversity intervention is to move institutions from a mono-cultural and Eurocentric perspective towards a multi-cultural and pluralistic one. In a given institution, the first step in diversity intervention is to analyze policies and organizational objectives to determine the extent to which diversity is reflected as a value. Educational institutions must develop a clear policy statement on diversity; they should require that students complete courses examining non-European cultural groups and provide diverse faculty and administrative role models. Instructors should utilize multicultural teams of students to examine multicultural issues in the classroom. Finally, administrators should provide more in-service training for instructional staff regarding issues of diversity. (PAA)

ED 353 025 JC 930 057

Mississippi Public Community & Junior Colleges: Statistical Data, 1991-92.
PUB DATE- 92
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Community Colleges; *Educational Finance; *Enrollment; Enrollment Trends; Expenditure per Student; Expenditures; *Faculty; *Institutional Characteristics; Public

community resources and treatment programs; and (4) ways of managing substance-abusing adolescents. The module consists of five lectures which include reading materials, charts, and activities for individuals or groups. Lecture 1 provides an overview of adolescent substance use and abuse, and lecture 2 describes signs of adolescent substance abuse. The phenomenon of co-dependency, and traumas experienced by children in families in which substance abuse occurs, are considered in lecture 3. Lecture 4 explains appropriate responses by caseworkers and foster parents to substance-abusing foster children. Lecture 5 presents information about recovery from substance abuse; and about treatment programs for substance-abusing youth, including inpatient programs, outpatient services, after care or follow-up programs, therapeutic communities, and wilderness therapy provided by Outward Bound and similar programs. A form for evaluating the module is appended. (BC)

ED 353 043 PS 020 815

Schatz, Mona Struhsaker; Horejsi, Charles R.
Religion and the Foster Home. Fostering Families. A Specialized Training Program Designed for Foster Care Workers & Foster Care Parents.
SPONS. AGENCY- Colorado State Dept. of Social Services, Boulder.
PUB DATE- Jan 92
NOTE- 43p.; For other manuals in this series, see ED 339 492-502 and PS 020 812-818.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Biological Parents; Foster Care; *Foster Children; *Foster Family; *Parent Child Relationship; Parent Rights; *Performance Contracts; *Religion; Religious Differences; Religious Education; Religious Factors
IDENTIFIERS- Colorado State University; *Placement (Foster Care); Religious Practices; *Self Awareness

This module is part of a training program for foster parents and foster care workers offered at Colorado State University. The module examines religious practices in foster homes. The module's learning objectives address: (1) the religious background of a foster child's birth family; (2) the rights of a foster child's birth parents concerning the child's religious upbringing; (3) expectations about foster parents' handling of religious matters related to a foster child; (4) foster parents' awareness about differences in religious beliefs; (5) communication between foster parents and foster care workers about religious practices; and (6) cooperation between foster and birth parents concerning the foster child's religious upbringing. The module consists of three lectures which include reading materials, charts, and activities for individuals or groups. Lecture 1 provides an overview of the role of religion in foster homes and the religious upbringing of foster children. Lecture 2 discusses individuals' development of awareness of their religious beliefs, and presents case studies that illustrate religious issues that might arise in foster care placement. Lecture 3 describes a contract between a foster family and a foster placement agency in which the family stipulates its religious practices, and ways the family will handle situations or problems involving a foster child's themes serve as focal points in a discussion and analysis of the personal and organizational resources that affect when and how teachers learn to teach. (MM)

ED 353 062 PS 021 001

Hanson, Andrew Bruce
Personal Growth among Parent Volunteers in an Alternative Class.
PUB DATE- May 92
NOTE- 150p.; Master's Thesis, Queen's University, Ontario, Canada.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Adult Development; Elementary Education; Elementary School Students; Foreign Countries; *Individual Development; *Mothers; *Parent Attitudes; Parent Participation; *Parents as Teachers; Parent Teacher Cooperation; *Special Education; *Volunteers
IDENTIFIERS- Canada

This thesis examined the experiences of three mothers who were volunteers in an alternative special education class of kindergarten through fourth graders at a Canadian public school. This class was organized at the behest of parents who wanted more involvement in their children's education. The study sought to answer, through a series of interviews, the following questions about the three mothers who became very active in the class: (1) How did these women view the school setting? (2) How did the women deal with their children's education? (3) What motivated these women to volunteer? (4) How did the women interact in the classroom with their own children, other children, and the teacher? and (5) What personal growth had each of the women observed in themselves and how had it affected their lives? It was found that the mothers had certain characteristics in common, including strong reasons for stepping outside of the mainstream and volunteering, and a tendency to leave or reduce their involvement in the program after several years. It was also discovered that participation in the alternative class enlarged these women's view of education and allowed them to satisfy a need to make contact with other people concerned with their children's education. An excerpt from an interview is appended. (Contains 18 references.) (MDM)

ED 353 063 PS 021 012

David, Tricia
What Do Parents in Belgium and Britain Want Their Children To Learn in the Early Years?
PUB DATE- Aug 92
NOTE- 13p.; Paper presented at the World Congress of the Organisation Mondiale pour l'Education Prescholaire (OMEP) or World Organization for Early Childhood Education (20th, Flagstaff, AZ, August 2-7, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cross Cultural Studies; Cultural Differences; Foreign Countries; *Parent Attitudes; *Parents; Preschool Children; *Preschool Curriculum; *Preschool Education; Public Policy
IDENTIFIERS- *Belgium; *Great Britain

For this paper on parental attitudes towards preschools in Belgium and Britain, information was gathered by means of individual and group interviews. It was found that parents in

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Development; *Educational Equipment; Elementary Education; *Equipment Maintenance; *Facility Planning; Physical Disabilities; *Playgrounds; Safety; Young Children
IDENTIFIERS- *Playground Design; *Playground Equipment

Although the value of play in child development has been questioned in the past, it is now widely accepted that high-quality play environments and time for play are essential in the educational and developmental program for young children. Each school needs a master plan for developing school playgrounds: a plan that pays special attention to site features, the age groups to be served, the number of children, and the children's special needs. Selecting playground equipment is also an important task. The United States Consumer Product Safety Commission's "Guidelines for Public Playground Equipment" (1991) are the most authoritative source on playground equipment safety and should be used for equipment selection and maintenance recommendations. The school system administration should assume all responsibility for approving playground site plans and purchasing and installing playground equipment. Once playgrounds are open, the equipment should have constant, systematic inspection and maintenance. All teachers, custodial personnel, and maintenance personnel should receive annual training on playground maintenance. Because the teaching staff at each elementary school are responsible for supervising play, they should receive regular in-service training on playground supervision. Playground design should integrate disabled children. Consideration of mobility, accessibility, play options, and materials that stimulate the senses should be incorporated into the process of planning for playgrounds. (MM)

ED 353 083 PS 021 084

Children and the Environment. The State of the Environment, 1990.
PUB DATE- 90
NOTE- 83p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; *Adolescents; *At Risk Persons; Child Health; *Children; *Developing Nations; Diseases; Early Childhood Education; Educational Needs; Elementary Secondary Education; *Environment; Foreign Countries; Health Programs; Nutrition; *Pollution; Poverty; Substance Abuse; War
IDENTIFIERS- *Environmental Issues; Environmental Problems

This report summarizes the ways in which children in developing nations have been adversely affected by their environment and what changes could be made to mitigate these circumstances. Chapter 1 discusses the environment, children, and future generations, pointing out the special needs children have now and will have in the future, the role of children as forces for change, and the economic and social environments children live in. Chapter 2 examines the quality of children's environments from the womb to adolescence to early adulthood, discussing various factors that adversely affect children, such as: (1) substance abuse (by expectant mothers and older children themselves); (2) acquired immune deficiency syndrome (AIDS);

alternative formulas using measures of economic disadvantage (unweighted and weighted by the poverty rates). Application of either alternative produced a substantial reallocation of program activity among regions. Under either alternative, however, the New York/New Jersey region would receive substantially larger allocations, and the industrial Midwest would experience a substantial reduction. If one used the number of disadvantaged living in the SDA as the sole allocation criterion, metro SDA's enjoyed a measurable increase in JTPA funds. Metro/nonmetro differences in unemployment rates have been steadily diminishing. Therefore, nonmetro areas may be better served during the 1990's by a new funding formula emphasizing poverty rates more than unemployment rates. The report contains numerous tables. (KS)

ED 353 103 RC 018 911

Newhouse, Robert, Ed.; Havlicek, Barbara, Ed.
The Rural Way: Traditions and Innovations. Proceedings of the Annual Rural and Small Schools Conference (13th, Manhattan, Kansas, October 28-29, 1991).
PUB DATE- Oct 91
NOTE- 76p.; For selected individual papers, see RC 018 912-913.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Accountability; Change Strategies; *Curriculum Development; *Educational Administration; Educational Finance; Educational Improvement; *Educational Technology; Educational Trends; Elementary Secondary Education; Rural Education; *Rural Schools; *Small Schools

This proceedings of a conference on rural education includes 2 keynote speeches and abstracts of 50 conference sessions. The following key issues relevant to rural and small schools were emphasized in the conference sessions: (1) innovative uses of emerging technologies in rural and small schools; (2) rural education in transition; (3) rural school finance and facilities; (4) rural education and accountability; (5) innovations and alternatives in rural special education and science education; (6) emerging technologies that enhance multicultural education in rural and small schools; and (7) idea and instructional material exchange for teachers. (LP)

ED 353 104 RC 018 912

Sanstead, Wayne
She Likes Me.
PUB DATE- Oct 91
NOTE- 6p.; In: The Rural Way: Traditions and Innovations. Proceedings of the Annual Rural and Small Schools Conference (13th, Manhattan, KS, October 10-13, 1991); see RC 018 911.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Declining Enrollment; Economic Impact; *Educational Administration; *Educational Cooperation; Educational Legislation; Educational Opportunities; Elementary Secondary Education; Rural Education; *Rural Schools; *School District Reorganization; *School Districts
IDENTIFIERS- *North Dakota; *School District Consortium ND

This report describes the North Dakota School District Boundary Restructuring Program that was adopted by the 1989 North Dakota legislature in an effort to offset declining population and ceremonies have been instrumental in passing major philosophical and sociological paradigms from one generation to the next. However, there is little theory and research about how ritual and ceremony results in the transmission of, or the discovery of, new knowledge and values. A number of groups sponsored by various growth and educational movements of the 1980's have made use of the Native American sweat lodge experience. "Sweats" were offered as a socialization experience for improving group cohesiveness and interpersonal bonding. Using this ritual requires careful preprogram planning and in-depth understanding of the sweat lodge and possible ramifications. For the Native Americans, the sweat lodge was an important part of life and was used for basic bathing, socialization, evening warmth, celebration, and preparation for war, hunting, marriage, or passage into adulthood. An issue to consider regarding wide-spread use of the sweat lodge by non-natives is whether it is ethical to incorporate sacred Native American ritual and ceremony into practices for facilitating personal growth and learning. Several representative Native Americans now feel that the time has come for sharing and teaching all peoples about their traditions and the benefits of these traditions. (LP)

ED 353 122   RC 018 941

Hendricks, Bruce; Cooney, Dan
Charting the Future: Program Review & Evaluation as Tools for Growth.
PUB DATE- Oct 92
NOTE- 12p.; In: Hanna, Glenda M., Ed. Celebrating Our Tradition Charting Our Future: Proceedings of the International Conference of the Association for Experiential Education (20th, Banff, Alberta, Canada, October 8-11, 1992); see RC 018 928.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Educational Assessment; Evaluation Criteria; *Evaluation Methods; *Evaluation Problems; *Experiential Learning; Foreign Countries; Outdoor Education; Postsecondary Education; *Program Evaluation; Secondary Education

This paper provides practical information to help experiential educators from varying backgrounds effectively use program evaluation. Program evaluation uses specific and systematic procedures that result in findings that are useful to decision makers for achieving program goals. The purpose of any program review process must be clear, including accountability, program improvement, information dissemination, and theory generation. This paper outlines a model of evaluation that is both simple to use and easily adapted to a variety of situations and purposes. This model includes: (1) establishing terms of reference; (2) gathering data; (3) developing an interim report; (4) developing an action plan; (5) presenting a final report; (6) implementing the action plan; and (7) following up. A list of data-gathering tools is included. Three factors affecting the outcome of any review are: the purpose of the program review, who conducts the program review, and who will use the results and when. Other suggestions for conducting program reviews include anticipating roadblocks to evaluation before the review process begins, structuring a time frame for the review process, and developing terms of reference for data gathering. An example of terms of reference designed for the review of a school physical education program is provided. (LP)

NOTE- 12p.; Paper presented at the Annual Meeting of the Eastern Education Research Association (Hilton Head, SC, March 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; *Attitude Change; Attitude Measures; Intermediate Grades; Junior High Schools; Likert Scales; *Mathematics; Mathematics Education; Mathematics Teachers; Middle Schools; *Student Attitudes; Student Interests; Teacher Effectiveness; *Teacher Student Relationship
IDENTIFIERS- Middle School Students; *Student Preferences; *Teacher Awareness

Studies have indicated that students' enjoyment of mathematics declines as they proceed from the early elementary grades through the middle grades. This study addresses three questions: (1) was a change in students' preference for mathematics compared to other subjects detectable over the grades 4-7; (2) was a change in students' attitude toward mathematics detectable over the grades 4-7; and (3) could teachers accurately predict their students' preferences toward mathematics compared to other academic topics? One hundred sixty-three subjects from grades 4-7 (80 male and 83 female; 37 black and 126 white) participated in the study. Student academic subject preferences were measured by the Mathematics Preference Index, a researcher-developed instrument that estimates a student's preference using two methods. One method ranks specific topics familiar to students within each academic subject. The other method is a forced-choice comparison of those same topics within each academic subject. Teachers were asked to choose the subject that they thought would be preferred by each student. Changes in preference for mathematics across grade levels 4-7 were analyzed by analysis of variance. A correlation matrix was established between teachers' predictions of students' subject preferences and student's rank or forced-choice preference of subject. Results indicated a difference between preferences of children in the fourth grade and the other three grades for both measures. No attitude change was evident in the students' preferences toward their best and worst mathematics topics. No correlation between students' preferences and the predicted preferences by teachers was found. The failure of the teachers to perceive student academic preferences led the researchers to suggest development of skills in this area and further investigation into this question. (Contains 14 references.) (MDH)

ED 353 140 SE 053 097

Moore, William P.
The Science and Mathematics Magnet Elementary Schools: 1990-1991. Formative Evaluation.
SPONS. AGENCY- Kansas City School District, Mo.
PUB DATE- Aug 91
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Demonstration Programs; Elementary Education; Enrollment; Formative Evaluation; Institutional Characteristics; *Magnet Schools; Mathematics Achievement; Mathematics Education; *Mathematics Instruction; *Program Evaluation; Racial Differences; Reading Achievement; School Demography; *School Desegregation; School Effectiveness; School Surveys; Science Education; *Science Instruction; Tables

participants to rate how well each construct described each activity. Results revealed that the individuals studied whether teachers or students were similar in their construct systems. Despite the similarities, the differences that were apparent seem to be problematic to the extent to which teachers can anticipate the motivation of their students. Teachers did pay attention to motivating their students in developing their lesson plans, but the ways in which they attempted to build motivating exercises seemed to be more dependent upon the teachers' personal conceptions of intrinsic motivation than their beliefs about their students. Most of the studied teachers had little notion of the motivational beliefs of their students. Teachers' and students' cognitive organization of construct supported the model proposed by Middleton, Littlefield, and Lehrer (1992). Both students and teachers tended to stress the interrelationship between arousal and control levels in determining the intrinsic motivation of mathematics activities. Results are examined in relation to the need to inform teachers regarding the dynamics of student motivation, and to pay particular attention to the individual differences in students' motivational beliefs. In general, results indicate that when teachers are able to predict their students' beliefs, they are better able to fine tune their instruction to turn kids on to mathematics. (Contains 24 references.) (Author)

ED 353 155 SE 053 163

Gilmour, Margy; McGregor, Cathy, Ed.
Water. A Language Development Unit for Science. Matter and Energy. Grade Three.
PUB DATE- 88
NOTE- 134p.; For other documents in this series, see SE 053 148-150, SE 053 153, SE 053 156-158, SE 053 160-161, and SE 053 164; for the overview of this program, see SE 053 072.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Childrens Literature; Concept Formation; Curriculum Guides; Drinking Water; *Elementary School Science; English (Second Language); English Instruction; Foreign Countries; *Fused Curriculum; Grade 3; Integrated Curriculum; *Language Arts; *Language Skills; Learning Activities; Mathematics Instruction; Primary Education; Process Education; *Science Instruction; Social Studies; Units of Study; *Water
IDENTIFIERS- Northwest Territories

One of the basic principles of the Language Development Approach is that students must learn the language necessary to understand, talk, and write about all subject areas in order to succeed in school. This book contains information about teaching primary school science in the Northwest Territories with lessons that emphasize language. The goals of the unit are to (1) develop student language proficiency; (2) provide opportunities for students to use language in many different situations and for many different purposes; (3) develop student listening, speaking, reading, writing, and thinking skills including the science process skills; and (4) expand student knowledge of the science concepts related to water. Following a section on resources (background information on water and related English materials--magazines, lists of children's books about water teacher's resources, films, etc.), lesson plans on four topics (properties of water as a liquid, forms of water, water is precious, and bubbles) are presented. Activity ideas

PUB DATE- 92
NOTE- 26p.; Paper presented at the International Sociology of Education Conference (England, United Kingdom, January, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Education; *Educational Administration; *Educational Change; Educational History; *Educational Sociology; Educational Theories; Elementary Secondary Education; Foreign Countries; Political Science; *Politics of Education; Social History; Teacher Associations; *Teacher Role; Unions
IDENTIFIERS- *New Zealand

Presenting recent educational reforms in New Zealand and the impact they have had on teachers, this paper gives a brief overview of the historical position of teachers in an education system that categorized them in a particular way as "professionals." Beginning in 1987, changes within New Zealand government have caused a repositioning of teachers. The changes within the state have de-skilled and disempowered teachers and made the education system much less democratic. Out of the struggles of the past few years, there have emerged new democratic alliances that teachers have formed with forces outside of the state, alliances that are potentially very powerful. Forty-eight references are included. (DB)

ED 353 175 SO 022 243

Clements, Kathryn J. B.
Socialization v. Countersocialization Explored through Two Lesson Plans Involving the Geographic Theme, Movement.
PUB DATE- 92
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Geographic Concepts; *Geography Instruction; *Grade 3; Learning Activities; Primary Education; *Social Studies; Teaching Methods

Two lesson plans designed to teach the geographic theme of movement to third grade students are presented in this document. The first lesson involves the study of a can of fruit cocktail, and explores the ways in which the production of the fruit cocktail and its transportation connects the students' town to other towns. The second lesson involves the study of a candy bar, and asks students to address the question: "How did that candy bar come to be right there in front of you?" Each lesson identifies for the teacher the subject group size, time, topic, rationale, objectives, procedures, evaluation, and materials. (DB)

ED 353 176 SO 022 254

A Directory of Consultants on Transforming the Liberal Arts Curriculum through Incorporation of Materials on Women.
PUB DATE- Oct 84
NOTE- 30p.; For related document, see SO 022 258.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Consultants; *Curriculum Development; Educational

*Demography; Early Parenthood; Economic Status; Environmental Influences; Hazardous Materials; Human Geography; Income; Labor Force; Migration; Mortality Rate; Overpopulation; Population Growth; *Population Trends; Pregnancy; Premature Infants; *Statistical Data; Unemployment; Wastes; Water Resources

This book presents demographic data about a variety of U.S. public policies, social problems, and environmental issues. The issues and problems that the statistics illustrate (such as overflowing garbage dumps, homelessness, child poverty, and smog and water pollution) are connected with, and the consequences of, the expanding U.S. population. The book is organized into 13 chapters: (1) We the people: basic U.S. demographics; (2) States and cities: population size, growth, and density; (3) The melting pot: legal and illegal immigration; (4) Young and old alike: births, deaths, age, and longevity; (5) Baby talk: fertility and birth rates, infant health and contraceptive use; (6) Adolescent sexuality and pregnancy; (7) Abortion in America; (8) The U.S. labor force: on the job and out of work; (9) Rich and poor; (10) Water use and abuse; (11) Airborne poisons: first the good news, then ...; (12) Not in my backyard: municipal and hazardous wastes; and (13) Land, habitat, and wildlife: the pressure's killing them. Each chapter contains a brief summary of its contents, followed by tables and figures of statistical data. (DB)

ED 353 202 SO 022 768

Columbus 1492 -- Rediscovery -- 1992. Instructional Media Advisory List.
PUB DATE- May 92
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Educational Resources; Elementary Secondary Education; *Instructional Material Evaluation; Preschool Education; Social Studies; *World History
IDENTIFIERS- *Columbus (Christopher); *Columbus Quincentenary

This annotated bibliography covers resources pertaining to Christopher Columbus, the European Age of Exploration, native civilizations in the Americas, and changing views of Columbus' role in history. The materials are organized by intended audience into the following sections: grades preK-3, grades 4-8, grade 9-12, and professional. Most of these materials have potential for interdisciplinary use through interweaving of social studies and geography, language arts, science, and the arts. The publishers and producers from whom the listed materials can be purchased are listed in a directory. (DB)

ED 353 203 SO 022 769

Golemba, Beverly E.
Research on the History of Women.
PUB DATE- Apr 92
NOTE- 10p.; Paper prepared for presentation at a Colloquia Roundtable of the Annual Meeting of the Eastern Sociological Society (Arlington, VA, April 3-5, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biographies; Dictionaries; *Females; Historiography; Immigrants; *Research Problems; *Sex Bias; *Social Science

later, psychological level. Observation of children at a day care center, showed that the child's play involved futuristic adventures that evolved from television, the toy market, and Halloween. It was observed that boys and girls used similar language related to special occasions, but that girls focused on the domestic scene, and boys focused on the external environment. Girls' language emphasized appearances and relationships, and boys' language emphasized territory, defense, movement, power, and control. Girls monitored boys' aggressive behavior, and boys monitored girls' capabilities. An appendix includes the language samples. (SM)

ED 353 222　　　SP 034 215

Bauer, Norman J.
In Search of the Distinctive Contributions of the Social Foundations of Education to the Preparation of Teachers.
PUB DATE- Nov 92
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Studies Association (Pittsburgh, PA, November 4-8, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Standards; *Curriculum Development; Elementary Secondary Education; *Foundations of Education; Higher Education; Literature Reviews; Position Papers; *Preservice Teacher Education; Professional Associations; *Social Influences; *Teacher Education Curriculum
IDENTIFIERS- American Educational Studies Association; Council of Learned Societies in Education; Social Foundations of Education

Design flaws in the curricula of some teacher education programs prevent prospective teachers from encountering empowering opportunities necessary to acquire alternative perspectives about planning for classroom instruction. This paper looks at ways to cope with the failure to recognize the importance of alternative perspectives by: (1) analyzing a publication titled "The STANDARDS for Academic and Professional Instruction in Foundations of Education, Educational Studies, and Educational Policy Studies" from the Council of Learned Societies in Education (CLSE Standards); (2) analyzing the draft position paper of the American Educational Studies Association (AESA) Committee on Academic Standards and Accreditation titled "Toward a New Consensus among Social Foundations Educators" (TNC); and (3) suggesting five actions for AESA to consider as it searches for the distinctive contributions of social foundations of education (SFE) to the preparation of teachers. The five suggestions pertain to the CLSE Standards, the political and scholarly activity required of foundations scholars, the name used to label SFE, a potential AESA project (a reference book with common information on SFE), and the importance of the construction and distribution of a position paper about the means and ends of SFE instruction. (SM)

ED 353 223　　　SP 034 219

Heger, Herbert K.; Ainsa, Trisha
In-service Teacher Training for Computer Literacy: Resource Implications Resulting from a Longitudinal Evaluation.
PUB DATE- 92
NOTE- 10p.; Paper presented at the Annual Conference of the Southwest Educational Research Association (Houston, TX, 1992).
LANGUAGE- English

The teacher's role and his or her understanding of it in the learning situation is one variable that needs to be included in any discussion of educational intervention. Bereiter and Scardamalia's (1991) teaching models provide a matrix for organizing teachers' classroom practice. Briefly, each model can be understood as a different view on the part of the teacher of the role of a teacher in learning. The study examined the effects of portfolio use on students' ability to reflect on their own learning in nine elementary classrooms, some of which utilized CSILE as a learning tool. Teachers were interviewed in order to assess which model of teaching informed their practice. The teachers' reflections on learning cluster into two of the teacher models discussed by Bereiter and Scardamalia and furthermore map onto differences in students' ability to reflect on their work via commenting in the portfolios. Appendices contain the interview protocols used in the study. (Author/IAH)

ED 353 241 SP 034 263

Rosaen, Cheryl L.; Lindquist, Barbara
Collaborative Teaching and Research: Asking "What Does It Mean?" Elementary Subjects Center Series No. 73.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 92
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Action Research; Educational Practices; *Educational Researchers; *Elementary School Teachers; Experiential Learning; *Faculty Development; Grade 5; Inservice Teacher Education; *Institutional Cooperation; Intermediate Grades; *Teacher Educators; Teaching Experience; Writing Workshops
IDENTIFIERS- *Collaborative Research; *Collaborative Teaching

This report draws on two teacher-researchers' yearlong collaboration in co-planning, co-teaching, and co-researching a writers' workshop in a fifth-grade classroom. Alternatives were sought to a more traditional staff development model in which one professional who is considered to have greater expertise and skill supports and coaches another professional. In this case, both individuals were experienced and knowledgeable language arts teachers who were inexperienced at using a writers' workshop approach. As teaching colleagues, they engaged in four critical practices to support their learning: talking about teaching, shared planning and preparation, classroom observations, and training together and training one another. As research colleagues, they inquired about meaningful questions and problems of practice. This report examines questions about what a researcher and an experienced teacher can do and learn together in a restructured context, and about the benefits and difficulties of collaborative professional practice. It explores the collaborative process and discusses issues related to collaborative planning and teaching, using the research process as part of the daily teaching practice. The report also discusses outcomes or products of collaboration. The report concludes with a discussion of ways in which collaboration can play a critical role in supporting new professional roles for teachers and researchers. (Contains 29 references.) (Author/LL)

ED 353 242 SP 034 264

the traditional routes of college credit and educational agency's staff development activities; curriculum development, mentorship/supervision, and peer observation; educational travel, professional conferences, and educational projects; and publication of articles and books. The manual provides guidance for all certificate holders as they plan their personal growth within the profession. (LL)

ED 353 261 SP 034 303

Cawelti, Gordon, Ed.
Challenges and Achievements of American Education. 1993 Yearbook of the Association for Supervision and Curriculum Development.
PUB DATE- 93
NOTE- 227p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Curriculum Development; *Educational Assessment; *Educational Change; Educational History; Educational Innovation; Educational Trends; Elementary Secondary Education; Equal Education; Futures (of Society); *Instructional Leadership; Role of Education; Social Influences; Standardized Tests; *Supervision; Systems Development; Yearbooks
IDENTIFIERS- Association for Supervision and Curriculum Devel; Reform Efforts

This yearbook, a retrospective and prospective exploration of educational change, focuses on the challenges of curriculum, instructional supervision, and leadership for education in the United States. The yearbook opens with a foreword by Stephanie Pace Marshall, Association for Supervision and Curriculum Development (ASCD) President, 1992-93, and "Introduction in American Education" (Gordon Cawelti). The publication is then organized into eight chapters: (1) "Equity: A Call to Action" (Floretta Dukes McKenzie); (2) "Progress toward Professionalism in Teaching" (Linda Darling-Hammond and A. Lin Goodwin); (3) "The Growth of Assessment" (George F. Madaus and Ann G. A. Tan); (4) "Curriculum Reform" (William H. Schubert); (5) "Innovation, Reform, and Restructuring Strategies" (Michael Fullan); (6) "Inventing and Reinventing Ideas: Constructivist Teaching and Learning in Mathematics" (Penelope L. Peterson and Nancy F. Knapp); (7) "Change and Continuity in Supervision and Leadership" (Edward Pajak); and (8) "Important Education-Related U.S. Supreme Court Decisions (1943 to 1993)" (Cheryl D. Mills). "Conclusion: The Search for a System" (Gordon Cawelti) seeks to interpret how the topics discussed in the yearbook fit into current efforts to reform the U.S. system of education. (LL)

ED 353 262 SP 034 305

Pehkonen, Erkki
Problem Fields in Mathematics Teaching. Part 3: Views of Finnish Seventh-Grades about Mathematics Teaching. Research Report 108.
PUB DATE- 92
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Practices; Foreign Countries; Grade 7; Junior High Schools; *Junior High School Students; *Learning Strategies; *Mathematics Instruction; *Mathematics Teachers; Questionnaires; Secondary School Mathematics; *Student

DESCRIPTORS- *Curriculum Development; Doctoral Degrees; *Doctoral Dissertations; Elementary Secondary Education; Foreign Countries; Higher Education; *Instructional Innovation; Masters Degrees; *Masters Theses; *Research and Development; Research Utilization; Science Education; Teaching Methods
IDENTIFIERS- *Israel

Although curriculum development ideas suggested by Doctor of Philosophy and Master's students have received little attention in the curriculum literature, they have existed for some time and have been gaining momentum. In Israel, a high proportion of the science education dissertations has involved curriculum development. A review of curriculum development dissertations worldwide has identified the following types: (1) new topics for university-level education; (2) new topics for high school; (3) innovative instructional strategies; (4) combination of new topics and new strategies; (5) teaching difficult concepts; (6) teaching special student populations; and (7) identifying and overcoming student misconceptions. A review of 104 Doctor of Philosophy and 56 Master's dissertations indicates that, in Israel, most dissertations belong to types 3, 4, and 5. Despite some limitations in scope, curriculum development dissertations were found to have considerable merit, including the review and assessment process that guarantees quality control. These dissertations can be an inexpensive way of producing innovation and stimulating further research. Products of these dissertations have a relatively high potential for actual use. One table lists dissertation distribution frequency. (SLD)

ED 353 282 TM 019 000

Marsh, Herbert W.
A Longitudinal Perspective of Students' Evaluations of University Teaching: Ratings of the Same Teachers over a 13-Year Period.
PUB DATE- Apr 92
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070), Speeches, Conference Papers, "Papers Presented at..." (150), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Analysis of Covariance; Cohort Analysis; College Students; Factor Analysis; Factor Structure; Foreign Countries; Generalization; Higher Education; Longitudinal Studies; *Professors; *Profiles; Student Attitudes; *Student Evaluation of Teacher Performance; *Teacher Effectiveness; *Test Reliability
IDENTIFIERS- Australia; *Rater Reliability; *Students Evaluations of Educational Quality

Students' evaluations of teacher effectiveness are explored as a multidimensional construct, emphasizing the Students' Evaluations of Educational Quality (SEEQ) instrument developed by H. W. Marsh (1987). An overview is presented of studies in which Marsh evaluated longitudinal data from an archive of responses to nearly 1 million SEEQ instruments representing 50,000 courses collected over 13 years. The focus is on a cohort of nearly 200 teachers evaluated over the period. The analysis of studies considers: (1) the generalizability of the SEEQ factor structure; (2) higher order factor structure; (3) the generalizability of ratings over time; (4) models of covariance stability; and (5) analyses of teacher profiles. Analyses provided clear support for the generalizability of the SEEQ factor structure over time, over courses, and over

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Evaluation; Adults; Comparative Testing; *Competence; Construct Validity; Cross Cultural Studies; Culture Fair Tests; Job Skills; Occupational Tests; *Questionnaires; *Test Construction; Test Reliability; Test Use; Test Validity
IDENTIFIERS- *Behavior Description Index; *Competency Based Evaluation; Competency Tests; Self Report Measures

This paper addresses the cross-cultural development and use of the Behavior Description Index (BDI). The development of culturally-transportable scales; cross-cultural comparisons of results for 12 Spanish, 15 Hungarian, 15 Indonesian, and U.S. managers; and the transportability of competencies as constructs are considered. A competency is an underlying characteristic of an individual that is causally related to effective or superior performance on the job; competencies are the critical success factors that are demonstrated by superior performers. Nineteen core competencies, which pertain to self-management, cognition, achievement, influence, and management, help predict success in professional and managerial jobs. The BDI includes 218 items and 2 validity scales (frankness and behavioral consistency). Core competencies that drive successful managerial performance are relevant across cultures. Respondent instruments, as represented by the BDI, may provide self-assessment data that are reliable, culturally transportable, and congruent with construct validity. Managers in capitalist economies have similar competency profiles. Managers in socialist economies have different competency profiles from capitalistic managers. Cross-cultural, self-assessment competency/personality instruments may be applied if linguistic and cultural relativism, cross-cultural item and scale development, and item translation have been sufficiently addressed. Nine handouts are included. (RLC)

ED 353 301 TM 019 365

Jones, Russell W.; Hambleton, Ronald K.
Recent Advances in Psychometric Methods.
PUB DATE- Nov 92
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Cognitive Psychology; Computer Assisted Testing; Generalizability Theory; Item Bias; *Item Response Theory; *Measurement Techniques; *Psychometrics; *Technological Advancement; Test Construction; Test Format
IDENTIFIERS- Empirical Research; Performance Based Evaluation

Increasing social awareness of the need for accurate and fair testing has combined with technological developments to produce dramatic advances in psychometric models, methods, and procedures. Three of the most important new directions within the measurement field concern the following areas: (1) item response theory; (2) item bias or differential item functioning (empirical methods and judgmental approaches); and (3) performance assessment and the associated development of new item formats. Recent developments in each of these three areas are described. Future applications of item response theory include extensions to current models to handle polytomous and multidimensional data. One of the most exciting areas within performance testing involves more valid assessments of higher-level cognitive skills. Important future directions for differential item functioning research include the development career counseling validity of an alternative to the ASVAB code: DISCOVER's "ASVAB Job Cluster Scales" composed of eight other ASVAB scores plus ability self-estimates. The six scales provide scores for six job clusters similar to J. Holland's occupational groups. Validity data based on 1,669 students attending 13 high schools in 9 states are presented. Multivariate statistical analyses show that the ASVAB Job Cluster Scale scores of these students differ substantially across six career groups. Group membership predictions were about 50 percent more accurate for the 6 ASVAB Job Cluster Scales than for the 10 ASVAB subtests. In addition, ASVAB Job Cluster Scale profiles for the 6 career groups and 19 more-specific groups were generally in accord with expectations. Study results support the profile similarity model for interpreting ability scores (e.g., scores based on the ASVAB Job Cluster Scales) in career counseling. Five figures and nine tables are included. (Author/RLC)

ED 353 319 TM 019 383

Jones, Richard V.
University-School Partnerships: An Organizational Evaluation.
PUB DATE- Nov 92
NOTE- 13p.; Paper presented at the Partners in Education: Practical Solutions through Partnerships Conference (Park City, UT, November 5-7, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; College Faculty; *College School Cooperation; Comparative Testing; Elementary Secondary Education; Higher Education; *Organizational Effectiveness; Public Schools; *Public School Teachers; Questionnaires; Teacher Attitudes; Test Construction
IDENTIFIERS- *Partnerships in Education; *Weber State College UT

Sixteen goal-like statements were developed around P. Reed's contention that university-public school partnerships promote interdependence between groups, a balanced exchange of valued commodities, shared decision making, adaptations to inherent barriers, and an enabling support structure. The questionnaire was pilot tested with members of other partnerships, edited, and sent to all faculty at Weber State University (WSU) in Ogden (Utah) involved in partnerships and to public school teachers (PSTs). From the pilot study, several questions were restated to increase clarity and the instrument was redesigned to emphasize the dual nature of goal-importance and goal-achievement. The instrument was distributed to 12 participants at WSU and 89 PSTs. Responses were received from 50 persons (6 in higher education and 41 PSTs), for a response rate of 50 percent. Respondents reported the relative importance of statements to a partnership and the degree to which statements had been achieved by their respective partnerships. Partnerships at WSU had developed positive relationships. PSTs and university staff can form teams. Specialized knowledge is used as needed. All participants are involved in establishing partnership direction. Although PSTs and university faculty are very supportive of establishing new relationships, progress toward real parity is hindered by their different perceptions of a faculty member's role. University faculty were concerned about individualism and their role as academic free agents; PSTs see themselves as members of a decision making system in which they have more limited control. (RLC)

Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *College Students; Education Majors; Elementary Secondary Education; Higher Education; *Likert Scales; Negative Attitudes; Preservice Teacher Education; Questionnaires; Self Concept; *Student Attitudes; Test Construction; *Thinking Skills; *Writing Attitudes; Writing Instruction

IDENTIFIERS- *Self Concept as a Writer Questionnaire

A recent change in classroom (K-12) instruction is the rediscovery of writing's relationship to thinking. Teachers' attitudes about writing can affect their students' attitudes. Positive attitudes have a positive influence; however, many teacher education students and inservice teachers have negative attitudes toward writing. Since improved teacher attitudes could improve writing instruction, an 70-item instrument was constructed to measure attitudes toward writing and thinking using a Likert scale of 1 (strongly agree) to 5 (strongly disagree). The Self-Concept as a Writer Questionnaire (SCWQ) includes 44 positive statements and 26 negative statements. In the initial utilization of the instrument, 23 preservice education students (3 males and 20 females) at Mississippi State University-Meridian Campus were surveyed to determine their attitudes before (in the spring of 1992) and after attending a course on writing/thinking. To determine internal consistency, a Cronbach alpha of 0.6931 was obtained. A one-way analysis compared pretest and posttest responses. Responses for significant items were graphed for comparison purposes. Potential uses for this instrument include self-evaluations, staff development, and evaluation of courses for teacher education programs and writing workshops. Three appendixes include the SCWQ, a table showing the one-way analysis of variance comparing pretest and posttest responses, and a table showing scale and percentages of responses to pretest and posttest administrations for significant items. (RLC)

ED 353 337 TM 019 403

DeVille, Priscilla; And Others

An Issues-Based Research Project: National Goals on Trial.

PUB DATE- Nov 92

NOTE- 48p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Knoxville, TN, November 11-13, 1992).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Dissent; Doctoral Programs; *Educational Objectives; Elementary Secondary Education; Graduate Students; Higher Education; *National Programs; *Persuasive Discourse; *Public Education; *Research Papers (Students); Student Attitudes

IDENTIFIERS- America 2000; National Education Goals 1990; Trials

This paper summarizes the results of a research project completed by three doctoral students enrolled in an advanced curriculum development course at the University of Southern Mississippi (Hattiesburg). The students used a mock trial format to consider reasons to support establishment of a national curriculum (concerning the American public's negative attitude toward the current quality of public education, the promotion of healthy economics, the development of national cohesion, and improved academic achievement) and reasons to oppose establishment of a national curriculum (concerning local control and empowerment, cultural diversity, economics, standardized tests, and potential obstacles). The instructional

Education; Teacher Attitudes; Teaching Methods; Thinking Skills
IDENTIFIERS- *Meaning Emphasis Method

This publication summarizes the findings of a 3-year study concerning the effectiveness of instruction that emphasizes meaning and understanding. In particular, the instructional approaches embedded the teaching of discrete skills in context and drew connections between academic learning and students' home lives. These strategies were applied in mathematics, reading, and writing instruction in 140 classrooms across 15 schools serving low-income students. The findings indicate that teachers most engaged in alternative practices were likely to have orderly classrooms in which various types of activities and interactions among students and teachers were encouraged. The use of standardized tests, writing samples, and tests of problem-solving proficiency produced evidence concerning the effects of these instructional practices on advanced skills and basic skills. Students exposed to instruction emphasizing meaning and understanding performed better on tests for advanced academic skills than did students not exposed to this type of instruction, even after initial differences in student achievement and poverty level were taken into consideration. The results also show that the proposed instructional strategies facilitate the mastery of basic skills or at least do not impede their mastery. Seventeen exhibits illustrate the findings. (JB)

ED 353 356 UD 029 020

Mirza, Heidi Safia
Young, Female and Black.
PUB DATE- 92
NOTE- 248p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Black Students; Cultural Influences; *Economic Opportunities; Education Work Relationship; *Employment Opportunities; Ethnography; *Females; Foreign Countries; Graduate Surveys; Labor Market; Longitudinal Studies; *Racial Bias; Research; Secondary Education; Sex Bias; Social Mobility; *Young Adults
IDENTIFIERS- Caribbean Islanders; *England (London); Trinidad and Tobago

This book follows the experiences of a group of young African Caribbean British women as they leave school to enter the world of work, in an attempt to understand processes of inequality. Study methodology included a longitudinal survey approach and a school-based ethnography. The study population consisted of 62 young women aged 15 to 19 years who attended 2 comprehensive schools in south London and who were from working-class backgrounds, and 198 of their black and white male and female peers. The subjects answered questionnaires, and were interviewed and observed in their homes and classrooms over a period of 18 months. In addition, 30 young women from a school in Trinidad (aged 16 and 18 years) participated in semistructured interviews concerning their career choices and attitudes toward marriage and relationships. The book's chapters are divided according to presentation of the study; and comparative consideration of the central arguments within social and educational research, race relations, and feminist thought. Findings of the study suggest that these women do well at school; contribute to society; are good, efficient workers; and yet, as a group, consistently fail to secure the economic universities being cited most often. The results suggest that high quality, well paid faculty with ample resources are most likely to produce scientific research that is later utilized by private firms. It is suggested that these findings have policy implications for industry, federal and state resource providers, and institutional planners. (Contains 42 references.) (GLR)

ED 352 914 HE 026 114

Wolverton, Mimi; Richardson, Richard C., Jr.
Leadership Strategies To Improve Teaching and Learning. ASHE Annual Meeting Paper.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Oct 92
NOTE- 28p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Minneapolis, MN, October 29-November 3, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Case Studies; College Administration; College Faculty; *Community Colleges; *Educational Quality; *Faculty College Relationship; *Institutional Environment; *Leadership; *Organizational Climate; Research; Teacher Behavior; Two Year Colleges
IDENTIFIERS- *ASHE Annual Meeting

This 4-year study of 12 community colleges examined the institutional policies and administrative practices that encouraged or discouraged effective faculty behaviors. The study focused on faculty and administrative subcultures and the learning environment that they help to create in these open-door institutions. The study found that different community colleges exhibit different cultures and that these cultures can be defined by a common set of structural variables. Institutional culture appeared to directly impact the educational environment and the level of effective teaching practices varied significantly with the type of culture in which teachers were employed. An institution's degree of success in providing quality teaching and learning experiences appeared to correlate with whether the college fell within an adversarial, faculty-dominated, administratively-dominated, or shared culture domain. Those community colleges which possessed shared cultures tended to create the highest quality learning environments. Based on these findings, suggestions are offered on ways in which institutional leaders can effect change in the learning environment within the three other cultural domains. Also noted is the relevance of total quality management approaches to organizational improvement. Contains 27 references. (GLR)

ED 352 915 HE 026 115

Heath, Tamela
Predicting the Educational Aspirations and Graduate Plans of Black and White College and University Students: When Do Dreams Become Realities? ASHE Annual Meeting Paper.
PUB DATE- Oct 92
NOTE- 35p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Minneapolis, MN, October 29-November 3, 1992).
LANGUAGE- English

Visual Communications: Bridging Across Cultures. Selected Readings from the Annual Conference of the International Visual Literacy Association (23rd, Washington, D.C., October 1991).
PUB DATE- 92
NOTE- 504p.; For the proceedings of the 18th conference, see IR 015 871.
LANGUAGE- English
EDRS Price- MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- American Sign Language; Cognitive Processes; Computer Assisted Instruction; Creativity; Critical Viewing; Cultural Pluralism; Deafness; Design; Elementary Secondary Education; Films; Higher Education; *Intercultural Communication; Libraries; Microcomputers; Nonverbal Communication; Picture Books; Teacher Education; Television; Videotape Recordings; Visual Aids; *Visual Learning; *Visual Literacy; Visual Perception
IDENTIFIERS- Virtual Reality

This book of readings consists of selected papers presented under five topics: (1) Research and Theory--18 papers including research on visual effects on attitude and cognition, students of different field dependence levels, modern and postmodern design on reader perceptions of news, effects of gray shades, short-term memory capacity differences, developing thinking citizens across cultures, microcomputers, computer-generated animation, the use of real and computer generated models, effects of color code in graphic presentation, varying visual activities to impact cognitive processing, biological concepts through animated movies, describing picture content, nurturing creativity, and logical reasoning; (2) Curriculum Approaches--13 papers including topics on visual literacy and writing; picture book production; creative drama; geography; business, scientific, and art students; and the use of films in teacher education; (3) Text and Graphic Design--six papers including lexi-visual design, evolution of publishing technology, pixels, sign dictionary graphics, learner characteristics and instructional strategies, and deaf adult literacy; (4) Media and Technology--10 papers concerning medical education, visually impaired students, perceptual factors in television, training videotapes, television production, virtual reality and visual design; and (5) The Arts--nine papers on contemporary art, visual literacy and the technological age, use of color and motif, African American screen images, the Johnstown Flood, early Japanese photographs, image manipulation, a deaf poet's view, and questioning the verbal supremacy of traditional literary studies. (ALF)

ED 352 933 IR 015 874

Meyer, Manfred, Ed.
Aspects of School Television in Europe. A Documentation.
PUB DATE- 92
NOTE- 592p.
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Audiovisual Instruction; Case Studies; *Educational Research; *Educational Television; Elementary Secondary Education; Environmental Education; Foreign Countries; Health Education; History Instruction; International Cooperation; Mathematics Education; Native Language Instruction; Science

Communications and Information, National Telecommunications and Information Administration; (5) Charles E. Grantham, University of San Francisco; (6) John W. Dillon, Chesapeake and Potomac Telephone Company; (7) Marsha L. Fuller, Fuller Consulting Services; and (8) Edward Risse, Synergy Planning, Inc. Also included are materials submitted for the record: "Can Telecommunications Help Solve America's Transportation Problems?" (Arthur D. Little) and a statement by John S. Niles of Global Telematics. (ALF)

ED 352 951   IR 015 897

Office of Educational Research and Improvement Act. Report To Accompany S. 1275. Senate, 102d Congress, 2d Session.
PUB DATE- 26 Mar 92
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Computer Networks; Computer Uses in Education; *Educational Innovation; *Educational Legislation; *Educational Research; *Educational Technology; Elementary Secondary Education; Global Approach; *Government Role; Higher Education; *Information Dissemination; Inservice Teacher Education; International Educational Exchange; Mission Statements; Parent School Relationship; Professional Development; Public Agencies; Research Utilization; Science Education
IDENTIFIERS- *Office of Educational Research and Improvement; Reauthorization Legislation

This report from the Senate Committee on Labor and Human Resources communicates the committee's approval of S. 1275 (which reauthorizes the Office of Educational Research and Improvement (OERI) through fiscal year 1999), suggests an amendment, and advocates the passage of the bill as amended. The central objective of the reauthorization bill is emphasized, i.e., to insure that what is learned from research has direct benefit upon classroom practice and learning, and it is noted that the heart of the bill lies in creating and strengthening the systems and the tools whereby research is adapted to address specific school and teaching challenges. This bill delineates for the first time the authority, responsibilities and functions of the OERI; clarifies its scope and mission; specifies what is within the OERI's discretionary authority; creates five new directorates to advance new, innovative, and even controversial educational ideas, concepts, and programs; creates a Distinguished Board of Governors to review the research agenda and operation of the OERI; creates a new Office of Dissemination; and redefines the mission of the educational research laboratories to bring proven practices into the classrooms. In addition this bill creates a new Teacher Dissemination Training Network to provide teachers with professional development in research; a National Council on Standards and Assessment; the Office of Educational Technology; two new discretionary grant programs to support the development of technology assisted instruction; a new educational exchange program designed to assist the nations of Central Europe and the Commonwealth of Independent States; a program to address the inadequacy of science equipment in many elementary schools; and the Parents as Teachers Program. This report includes a review of legislative consideration and votes in committee, discussions of the need for legislation, an overview, and the provisions of the bill; a regulatory impact statement; a cost estimate; a section-by-section analysis; and line-by-line notations of changes in existing law. (ALF)

Education; *Library Facilities; Library Research; Library Surveys; *Online Searching; *Optical Data Disks; Policy; Publicity; Reference Services; *Use Studies
IDENTIFIERS- Library Policy

The purpose of the project described in this paper was to gather information about online/CD-ROM database systems that would be useful in improving the services offered at the University of Findlay, a small private liberal arts college in northwestern Ohio. A survey was sent to 67 libraries serving colleges similar in size which included questions on: (1) whether the libraries offer online bibliographic services, CD-ROM searching, or both; (2) whether the services are equally available to all groups served by the library; (3) who pays for the services and how the fee is determined; (4) if libraries advertise their search capabilities, how they do so; and (5) where the online search workstation is located. Completed surveys were received from 57 institutions with a student population between 1,000 and 3,000. Most of the respondents offered both online and CD-ROM services. Virtually every library made search services available to both library staff and to faculty. Almost all of the libraries offered their search capacities to undergraduate students. About a third charged no fees for online search services. Of the two-thirds that charged, about half charged on the basis of connect time costs and half charged according to the status of the requester. Ninety percent of the respondents advertised their services through bibliographic instruction, in-library promotion, campus-wide promotion, and other methods. The search workstation is likely to be located in a room by itself, but many terminals are also found in the reference room. Librarians conducted online searches in the great majority of cases while patrons searched CD-ROM databases. Faculty research was the most common reason for conducting a search. Only a quarter of the respondents had a written policy for conducting searches. Nearly half of the respondents conducted fewer than six searches each month. A copy of the survey and cover letter sent to the libraries is appended. (Contains 32 references.) (KRN)

ED 352 971 IR 054 321

Ryan, Holly
Periodical Utilization Study: Saint Elizabeth Hospital Medical Center, School of Nursing Library, Youngstown, Ohio.
PUB DATE- Aug 91
NOTE- 73p.; Master's Thesis, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Higher Education; *Library Collection Development; *Nursing Education; *Periodicals; *Special Libraries; Statistical Analysis; *Use Studies
IDENTIFIERS- *Saint Elizabeth Hospital Medical Center OH

The Saint Elizabeth Hospital Medical Center School of Nursing Library has a strong collection of nursing and nursing management journals. With the rising subscription costs of periodicals, it was necessary to evaluate the collection of periodicals. This study was done to evaluate the periodicals that the library has in paper form. The study involved in-house use of periodicals only. The number of times a journal was used during a 14-month period was tabulated. Titles were given different rankings based on cost, and on whether they were included in an index to which the nursing library subscribed. After collecting and analyzing the data, the rank system proved unfair in certain instances, with too much emphasis on cost and

Taylor, Suzanne; Welch, C. Brigid, Ed.
Provision of Computer Printing Capabilities to Library Patrons. SPEC Kit 183.
PUB DATE- Apr 92
NOTE- 111p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Collected Works - Serials (022)
DESCRIPTORS- Academic Libraries; *Computer Printers; Higher Education; Information Seeking; Library Administration; Library Expenditures; Library Guides; Library Services; Longitudinal Studies; Online Catalogs; *Operating Expenses; Optical Data Disks; Research Libraries
IDENTIFIERS- Computer Viruses; *Vendors; *Workstations

This publication reports on the results of a 1992 survey of 80 Association of Research Libraries (ARL) member libraries on their use of printers for recording references found in online public access catalog (OPAC) and CD-ROM searches. As was found in a 1990 survey on the same topic, only a small proportion of libraries reported that they charged for printing. The 1992 survey also found that the ratio of students to terminals varied widely: the lowest number of students per OPAC terminal was 50 and the highest was 1,308. Approximately 30% of the 80 libraries responding did not provide printers for their OPAC terminals, and in the libraries that did, the ratio of OPACs to printers averaged 14 terminals to one printer. The ratio of students per CD-ROM workstation was much higher overall than that of students per OPAC computer, with the average being 1,349 students per OPAC workstation. The most commonly used printers were the HP Inkjet and the HP Thinkjet. Other common brands and models were the Canon BJ80 and BJ300, the Epson FX850, LX-800 and 810, the IBM Proprinter, the Okidata Microline 320, and the Panasonic KXP-1180. Based on 36 responses to questions on printing costs, the estimated cost was approximately $306 per year per printer. Seven of the responding libraries charge for public printing, 37 have considered charging, and 11 are discussing charging. A frequent reason given for not charging is the administrative problems involved in handling money and refunds. Of the libraries that do charge, the primary method of payment is a debit card. Charges per page ranged from $.05 to $.35. Another solution to the high costs of printing is to encourage library patrons to download information to diskettes, though this raises the concern that users will infect a CD-ROM workstation with a computer virus. This kit also contains information from 2 universities on costs of running printers, users' guides from 14 universities for downloading information from OPAC and CD-ROM terminals, and memos from 2 more universities on virus control. A copy of the questionnaire with a tally of the responses and a list of four suggested readings are included. (KRN)

ED 352 991   IR 054 343

Kriz, Harry M.
A Public-Use, Full-Screen Interface for SPIRES Databases.
PUB DATE- Oct 92
NOTE- 57p.; This paper was prepared for distribution at the SPIRES Fall Workshop (Chapel Hill, NC, October 12-14, 1992).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

*Quality Circles; Two Year Colleges
IDENTIFIERS- ERIC Digests

Quality Circles (QC's) consist of small groups of people who perform the same work and who voluntarily meet on a regular basis to discuss problems, seek solutions, and cooperate with management in the implementation of those solutions. QC's operate on the premise that employee participation in decision making and problem solving improves the quality of work. Members of QC's set their own rules, make decisions by consensus, and utilize organized problem-solving techniques such as brainstorming and cause-and-effect diagraming. A QC established at one of the off-campus learning centers at Central Piedmont Community College in Charlotte, North Carolina, developed a more effective telephone system which eventually saved the center $100 per month in staff time. At Middlesex County College in Edison, New Jersey, QC's were initiated to improve the Career Oriented Peer Services (COPS) project. Two QC's, comprised of second-year peer tutors of high-risk first-year students, dealt with problems of over-dependence on COPS staff, time management, and improving campus awareness of the peer tutoring center. At Lakeshore Technical Institute in Cleveland, Wisconsin, management QC's comprised of administrators and program directors, and non-management circles comprised of faculty and support services staff, led to the development of a new memo system, intramural sporting events, and a computerized information system. A QC involving students in one two-year college history class significantly increased class participation. Adequate training in QC techniques, particularly in the education setting, is vital to the success of such efforts. (PAA)

ED 353 009 JC 930 028

Two-Year Colleges. ERIC Digest.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 84
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- College Faculty; College Role; *Community Colleges; Educational Finance; Enrollment; *Institutional Characteristics; Private Colleges; Program Descriptions; Public Colleges; Public Support; *Student Characteristics; Teacher Characteristics; *Technical Institutes; *Two Year Colleges; *Two Year College Students
IDENTIFIERS- ERIC Digests

Community colleges are publicly supported institutions offering comprehensive programs of career-related, remedial, and freshman and sophomore studies, along with community services. Technical institutes, on the other hand, primarily offer preparation for technological occupations, while junior colleges focus primarily on freshman and sophomore studies. Community colleges maintain low tuition and open admissions, offer many types of curricula, are responsive to the needs of the local community, provide programs for individuals of all ages and educational levels, and are adaptable to student differences and social change. In 1984, there were 1,219 community, junior, and technical colleges in the United States and its territories, of which 1,064 were public institutions. Two-year colleges offer vocational/occupational programs leading to an associate degree in applied science; transfer and liberal arts programs leading to an associate degree in science

Colleges; Salaries; School Demography; School Funds; Student Characteristics; Tables (Data); Tax Allocation; *Two Year Colleges; Two Year College Students
IDENTIFIERS- *Mississippi

Community colleges are a primary mechanism for postsecondary occupational programs in Mississippi, with over 60% of the state's high school graduates who attend college attending community colleges. This report presents statistical data about Mississippi's community colleges for 1991-92. The first section provides a list of board members and staff, a directory of community and junior colleges in the state, a map of the college districts, a schedule of the board of trustees meetings, and a brief foreword. The second section focuses on various enrollment issues, such as 5-year enrollment trends, credit and total enrollment by institution by campus, non-credit enrollment by college, 5-year enrollment by resident status, credit enrollment by county, and credit enrollment by race by college. The third section highlights system finances, including a comparison of revenue by source and expenditure by program, county tax support, student fees, education and general expenditures by function and object, auxiliary enterprise revenues and expenditures, and expenditures per full time equivalent student by function. The final section features data on program completions by sex and race, percentage of program completions by race, academic faculty salaries, faculty average salary versus regional average salary, faculty and staff by race, the learning resources survey for 1992, dormitory utilization, and transportation services. (MAB)

ED 353 026 JC 930 059

Donsky, Aaron P.
Strategic Planning, Operational Planning, and Measures of Effectiveness: An Integrated Model.
PUB DATE- 3 Aug 92
NOTE- 12p.; Paper presented at a Conference of the Southeastern Association for Community College Research (Orlando, FL, August 3, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Planning; Community Colleges; *Educational Planning; *Integrated Activities; Long Range Planning; Mission Statements; Models; *Organizational Effectiveness; Policy Formation; *Self Evaluation (Groups); *Strategic Planning; Systems Analysis; Two Year Colleges

While various paradigms exist for planning in two-year colleges, from master planning to quality circles, three major elements invariably appear in planning activities: strategic or formal planning, operational planning, and effectiveness measures. Strategic planning attempts to systematically assess an institution's relationship with its external environment, relating internal strengths and weaknesses to external threats and opportunities. Operational planning, or planning at the level of organizational units, attempts to channel institutional activities in the areas of finance, facilities, enrollment, human resources, and organization. The institutional effectiveness element measures how well a community college performs its missions relative to the needs of its constituency, making effectiveness measures unique to each institution. However, these three elements cannot be pursued separately. One approach to combining them is the religious beliefs or practices. A form for evaluating the module is appended. (BC)

ED 353 044 PS 020 816

Schatz, Mona Struhsaker; Mallea, Evelyn
Fetal Alcohol Syndrome: Crack and AIDS Babies. Fostering Families. A Specialized Training Program Designed for Foster Care Workers & Foster Care Parents.
SPONS. AGENCY- Colorado State Dept. of Social Services, Boulder.
PUB DATE- Apr 92
NOTE- 72p.; For other manuals in this series, see ED 339 492-502 and PS 020 812-818.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Behavior Problems; *Cocaine; Crack; Drug Rehabilitation; *Drug Use; *Foster Care; Foster Children; *Foster Family; Infants; Medical Services; *Prenatal Influences; Symptoms (Individual Disorders)
IDENTIFIERS- Colorado State University; Crack Babies; *Fetal Alcohol Syndrome; Fetal Drug Exposure

This module is part of a training program for foster parents and foster care workers offered at Colorado State University. The module examines the effects of maternal alcohol and crack use during the prenatal period on infants, and the transmission of AIDS to infants. The module's learning objectives address: (1) foster care concerns for medically fragile infants; (2) the identification of symptoms of infants who have fetal alcohol syndrome (FAS), have been exposed prenatally to drugs, or have AIDS; (3) special considerations in working with drug- or alcohol-exposed children and children with AIDS; and (4) coping skills for foster parents and foster care workers to use in working with alcohol- and drug-exposed babies. The module consists of five lectures which include reading materials, charts, and activities for individuals or groups. Lecture 1 provides an overview of the problem of prenatal drug exposure. Lectures 2 and 3 examine the characteristics of, developmental problems of, and special concerns in caring for infants who have FAS or have been prenatally exposed to cocaine. Symptoms of AIDS in babies and concerns in caring for a baby with AIDS are discussed in lecture 4. Lecture 5 suggests ways of comforting, interacting with, and caring for drug- and alcohol-exposed infants. A form for evaluating the module is appended. (BC)

ED 353 045 PS 020 817

Schatz, Mona Struhsaker; Hartzell, Wenda
Understanding the Impact of Sexual Abuse. Fostering Families. A Specialized Training Program Designed for Foster Care Workers & Foster Care Parents.
SPONS. AGENCY- Colorado State Dept. of Social Services, Boulder.
PUB DATE- May 92
NOTE- 86p.; For other manuals in this series, see ED 339 492-502 and PS 020 812-818.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners)

Belgium sent their children to preschool programs so that they could learn to become more independent and socially adept. Most Belgian children over age 2 attend these state-funded programs full-time. Belgian parents listed smaller classes and more physical education and music as desirable improvements. In Britain, where full-time, state-supported preschool education is not universally available, parents were more critical of the system. British parents wanted some provision for free or low-cost preschools for children under 3 years old, and more full-time programs and more access to state-supported preschools in general. Parents in Britain also wanted their children to spend more time on organized work, such as reading and writing, to prepare them for school. The continuing recession in Britain, and the educational policies of the Conservative government, seem to have British parents more concerned than Belgian parents about their children's success in school. (MDM)

ED 353 064 PS 021 024

Suskind, Diane L.; And Others
Piggybacking: First Grade and Pre-service Teacher's Partnership in a Math, Science, and Social Studies Course.
PUB DATE- 11 Nov 92
NOTE- 10p.; Paper presented at the Annual Conference of the National Association for the Education of Young Children (New Orleans, LA, November 11-14, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperative Learning; *Experiential Learning; Grade 1; Higher Education; Mathematics Instruction; *Methods Courses; *Preservice Teacher Education; Primary Education; Science Instruction; Social Studies; *Student Teachers; Teacher Education Curriculum; Teaching Methods
IDENTIFIERS- *Piggybacking (Early Childhood Education)

Piggybacking is a new approach to a university-level methods class in math, science, and social studies in early childhood education developed at the McKay Campus School in Fitchburg, Massachusetts. This approach seeks to improve on methods courses that ask college students to pretend they are teaching young children or pretend they are being instructed. The piggybacking approach is a cooperative learning methodology in which first graders are paired with undergraduate early childhood education students. These pairs, or "piggybackers," work together to teach and learn hands-on math, science, and social studies techniques. By working with first graders and approaching education from their perspective, pre-service teachers learn the importance of using real world experience to teach math, social studies, and science. (MM)

ED 353 065 PS 021 029

Phillips, LeRae
Parent Involvement: Relationships of Expectations, Goals, and Activities to Student Achievement among Minority, Socioeconomic, and Gender Groups.
PUB DATE- Apr 92
NOTE- 57p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

(3) air, water, and ground pollution; (4) malnutrition; (5) disease; (6) lack of educational opportunities; (7) work; and (8) warfare. Chapter three discusses achievements and challenges related to improving children's environment in developing nations in the future and sets specific goals for the year 2000, including universal primary education and better economic opportunity; immunization against all major diseases; a 50 percent reduction in infant mortality rates and an increase in life expectancy from age 56 to 65 years; and an end to malnutrition. (Contains 105 references.) (MDM)

ED 353 084 PS 021 086

Environment, Development and the Child.
PUB DATE- 92
NOTE- 89p.; Prepared by the Environment Section, Programme Division.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; *At Risk Persons; Child Health; *Children; *Developing Nations; Diseases; Early Childhood Education; Educational Needs; Elementary Secondary Education; *Environment; Females; Foreign Countries; Health Programs; Nutrition; *Pollution; Poverty; Program Descriptions; Substance Abuse
IDENTIFIERS- *Environmental Issues; Environmental Problems; UNICEF

This publication discusses the effects of the physical environment on the maturation of children in developing nations. Part 1 examines the conceptual framework of a strategy for environmental improvement that includes the social, economic, and political underpinnings necessary for the success of such an approach. Part 2 discusses the quality of children's environments from the womb to adolescence to early adulthood, addressing various factors that adversely affect children, such as: (1) disease; (2) air, water, and ground pollution; (3) malnutrition; (4) unhealthy and unsafe housing; (5) substance abuse (by expectant mothers and older children themselves); and (6) work. Part 3 provides an overview of some programs instituted by the United Nations Children's Fund (UNICEF) to deal with the environmental problems that children and women face, and profiles of projects in the Amazon Basin, Central America, Chile, Botswana, Madagascar, Brazil, Myanmar, Sri Lanka, and Nepal. Part 4 presents conclusions about actions to be taken to improve children's environments in developing nations. (Contains 46 references.) (MDM)

ED 353 085 PS 021 099

Morgan, Harry
Early Childhood Teacher Certification: State Tests and Preservice Knowledge Base Determinants.
PUB DATE- Apr 91
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Early Childhood Education; *Licensing Examinations (Professions); *Minimum Competency Testing; *Minority Group Teachers; *Teacher Certification; *Teacher Qualifications; Test Bias; *Test Format
IDENTIFIERS- *Competency Tests; Knowledge Base for Teaching; Preservice Teachers; Scholastic Aptitude Test

school enrollment in rural areas. The program provides incentive money for clusters of school districts to join together to enhance educational opportunities for students and to make better use of limited educational and administrative services. At present the program includes 19 clusters of school districts called consortiums across the state. A total of 107 of 268 North Dakota school districts are involved in the program. Seventeen of the 19 consortiums have received planning grants from the state, and 12 of these consortiums are implementing approved cooperative educational plans. Seven additional consortiums are developing plans to be implemented in September of 1993. The School District Boundary Restructuring Program has succeeded in bringing together units large enough to gain significant cost efficiency and to provide comprehensive educational programs. The cooperation and sharing of resources under this program is timely for four reasons: (1) to help smaller schools to meet new school accreditation requirements; (2) to help ease fiscal restraints of rural school districts; (3) to allow North Dakota to take advantage of technological advances that would be too costly for single school budgets; and (4) to help school districts manage the change resulting from declining population. This program encourages full participation of communities and local educational leaders in improving educational opportunities for rural students. (LP)

ED 353 105   RC 018 913

Jess, Jim
Shared Superintendency and Educational Reform.
PUB DATE- Oct 91
NOTE- 11p.; In: The Rural Way: Traditions and Innovations. Proceedings of the Annual Rural and Small Schools Conference (13th, Manhattan, KS, October 28-29, 1991); see RC 018 911.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; *Educational Cooperation; Educational Legislation; Educational Philosophy; Elementary Secondary Education; *Rural Education; *Rural Schools; *School Districts; State Departments of Education; *Superintendents
IDENTIFIERS- Iowa; *Shared Personnel

Reviewing the history of rural education reform, this paper argues for a policy of improving rural schools on their strengths, rather than a policy of consolidation. Since the late 1970's, rural school reform has placed greater emphasis on developing policies and educational strategies that allow rural schools to be different from urban schools and to begin building programs around their strengths and uniqueness. As a result, during the 1980's there were considerably fewer school consolidations compared to each of the previous decades of the 1900's. An outgrowth of this trend in Iowa was the passage of legislation that allowed school districts to begin sharing students, programs, and services among school districts. This report describes the successful sharing of a superintendent among two rural counties. The biggest incentives for school districts to share a superintendent are the cost savings and the substantial amount of state incentive money that school districts receive for sharing a superintendent. In 1988 the School Administrators of Iowa surveyed 37 superintendents who were serving 2 or more districts for the 1988-89 school year. The survey found that 61 percent of the respondents believed that sharing superintendents among districts was a good idea.

ED 353 123 RC 018 954

Atencio, Benjamin L.; And Others
White House Conference on Indian Education (Washington, D.C., January 22-24, 1992). Final Report. Volumes 1 and 2.
PUB DATE- May 92
NOTE- 962p.; For separately published 50-page "Executive Summary," see RC 018 955.
LANGUAGE- English
EDRS Price- MF07/PC39 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *American Indian Education; *American Indians; *Educational Objectives; Elementary Secondary Education; Federal Aid; Federal Indian Relationship; Federal Legislation; *Federal Programs; Government Role; Higher Education; Program Development; *Program Improvement; Self Determination; *Tribal Sovereignty; Trust Responsibility (Government)
IDENTIFIERS- Indian Education Act Amendments 1987; Indian Education Committees; Native Americans; Tribally Controlled Education; *White House Conference on Indian Education

This two-volume document is the final report of the White House Conference on Indian Education, mandated by 1987 amendments to the Indian Education Act. Volume 1 opens with a history of the conference and the act's implementation. It describes planning and preparations for the conference and includes a discussion of its recurring issues. The volume also details 113 conference resolutions aimed at making educational programs more relevant to the needs of Indians. Each resolution includes recommendations and strategies for action. The resolutions are categorized under the following topics: (1) governance of Indian education; (2) well-being of Indian communities (religious and cultural freedom and educational support) and delivery of services; (3) literacy, academic achievement, and high school graduation; (4) alcohol/drug-free schools; (5) exceptional education; (6) school readiness; (7) Native languages and cultures; (8) school structure; (9) higher education; (10) school personnel; (11) adult education and parental-community-tribal partnerships; and (12) miscellaneous. Volume 2 contains a "Pre-Conference Summary Report" (November 1991) and "Pre-Conference Recommendations" (January 1992), as well as "Delegate Orientation Transcript," "Opening Session Transcript", "Major Presentations," a transcript of the delegate assembly (January 24, 1992), and statutory authority for the conference. (TES)

ED 353 124 RC 018 955

White House Conference on Indian Education. Final Report. Executive Summary.
PUB DATE- 22 May 92
NOTE- 57p.; For the complete two volume final report, see RC 018 954.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *American Indian Education; American Indians; Conference Proceedings; *Educational Objectives; Elementary Secondary Education; Federal Aid; *Federal Indian Relationship; *Federal Legislation; *Federal Programs; Government Role; Higher Education; Program Development; Program Improvement; Self Determination; *Tribal Sovereignty; Trust Responsibility (Government)
IDENTIFIERS- Indian Education Act Amendments 1987; Indian

(Data); Writing Achievement
IDENTIFIERS- Hands On Experience; *Kansas City Public Schools MO; Missouri Mastery and Achievement Test

The Kansas City, Missouri, Long Range Magnet School Plan includes the development of math/science elementary schools. These schools emphasize investigative learning through exploration and problem-solving activities. This document is a formative evaluation of the progress in the implementation of the magnet theme during the 1990-1991 school year of four schools in the program: Gladstone Academy, Three Trails, Mary Harmon Weeks, and Phillis Wheatley. Results indicate that three of the four schools had total school enrollments seven to nine percent below capacity. The schools made progress in their efforts to meet the desegregative expectancies of the district. Class size enrollments indicated that each school has maintained the court-mandated pupil-to-teacher ratio. Observational data indicate that deductive learning skills are being promoted in almost half of the observation intervals, and classroom visits indicate that hands-on learning opportunities are frequent in computer, mathematics, and science settings. Teachers indicate progress in the implementation of the magnet theme. Student and parent perceptions of the science/math program appear favorable. Achievement performance in science, mathematics, and reading in grades K-3 are typically above national norms, while achievement in grades 4-5 are generally below the norm. Non-minority students are typically outscoring minority students. Recommendations call for: (1) continued efforts at racial desegregation; (2) increased opportunities for students to visit science and animal rooms; (3) increased engagement in inquiry-oriented learning in computer classes; (4) increased opportunities for problem solving during math/science instruction; (5) examination of concerns for teachers' physical safety at two schools; and (6) re-examination of reading instruction at the schools. Appendices A and C list the schools' field trips, guest speakers, awards, and activities. Appendix B reports data of teacher, student, and parent perceptions. (MDH)

ED 353 141 SE 053 105

Jones, Graham A.; And Others
First Grade Children's Understanding of Multi-Digit Numbers.
PUB DATE- Apr 92
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Measures; Beliefs; Cognitive Development; *Cognitive Measurement; *Cognitive Style; Cooperative Learning; Discussion (Teaching Technique); Education Majors; Elementary School Teachers; Grade 1; Knowledge Level; Mathematics Achievement; Mathematics Education; *Mathematics Instruction; Mentors; *Number Concepts; *Place Value; Preservice Teacher Education; Primary Education; Problem Solving; Program Evaluation; Teaching Methods; Thinking Skills
IDENTIFIERS- *Multi Digit Numbers

A broad range of research efforts are currently examining the quality and nature of the mathematics instructional program in the early grades. The purpose of this paper was to report on the assessment of a teaching-learning program in grade one for science/social studies, mathematics, language arts, music/poems/stories, art, physical education/movement, and special activities are suggested. Each lesson plan contains the following segments--exercises or activities: science concepts, English vocabulary, English sentence patterns, English language concepts, special materials required, concept development/language exposure, language practice, and application. Poems, songs, and stories on this subject conclude the guide. The lessons are appropriate for students whose first language is English as well as for students learning English as a second language. (PR/CW)

ED 353 156 SE 053 164

Gilmour, Margy; McGregor, Cathy, Ed.
Dinosaurs. A Language Development Unit for Science. Life and the Environment: Populations. Grade Two.
PUB DATE- 87
NOTE- 161p.; For other documents in this series, see SE 053 148-150, SE 053 153, SE 053 156-158, SE 053 160-161, and SE 053 163; for the overview of this program, see SE 053 072.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Childrens Literature; Concept Formation; Curriculum Guides; *Dinosaurs; *Elementary School Science; English (Second Language); English Instruction; Foreign Countries; *Fused Curriculum; Grade 2; Integrated Curriculum; *Language Arts; *Language Skills; Learning Activities; Mathematics Instruction; Primary Education; Process Education; *Science Instruction; Social Studies; Units of Study
IDENTIFIERS- Northwest Territories

One of the basic principles of the Language Development Approach is that students must learn the language necessary to understand, talk, and write about all subject areas in order to succeed in school. This book contains information about teaching primary school science in the Northwest Territories with lessons that emphasize language. The goals of the unit are to (1) develop student language proficiency; (2) provide opportunities for students to use language in many different situations and for many different purposes; (3) develop student listening, speaking, reading, writing, and thinking skills including the science process skills; and (4) expand student knowledge of the science concepts related to dinosaurs. Following a section on resources (background information on dinosaurs--general and descriptions, resources included with this unit--worksheets and games, and related English materials--magazines, an extensive list of children's books on dinosaurs, teacher's resources, films, etc., and a list of models, posters, puzzles, etc., lesson plans on six topics (where were dinosaurs, types, habitat, food, adapatations of dinosaurs, and the end of dinosaurs) are presented. Activity ideas for science/social studies, mathematics, language arts, music/poems/stories, art, physical education/movement, and special activities are suggested. Each lesson plan contains the following segments--exercises or activities: English vocabulary, English sentence patterns, English language concepts, special materials required, concept development/language exposure, language practice, and application. Poems, songs, and stories on this subject conclude the guide. The lessons are appropriate for students whose first language is English as well as for students who are learning English as a second language. (PR/CW)

Change; Females; Feminism; Graduate Study; Higher Education; *Liberal Arts; Scholarship; Undergraduate Study; *Womens Studies

This directory contains summaries of the experience in curriculum change of 26 consultants who work to transform the liberal arts curriculum through the incorporation of materials on women, along with the names, professional titles, and addresses of each. (DB)

ED 353 177 SO 022 257

Conference of Commonwealth Education Ministers Report (11th, Barbados, 29 October-2 November 1991).
PUB DATE- 91
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Basic Skills; Developed Nations; Developing Nations; *Educational Development; Educational Quality; Elementary Secondary Education; Foreign Countries; Higher Education; *International Cooperation; *International Education; *International Educational Exchange; International Organizations; International Programs

This report summarizes the proceedings of a conference at which delegations from 40 Commonwealth countries and 7 dependent territories gathered. The principal theme of the conference was "Improving the Quality of Basic Education." The first part of the report presents the findings of ministerial committees on four theme topics: (1) better schools and better classrooms; (2) better support and services; (3) education beyond formal schooling; and (4) management and resources. The theme of "Higher Education Cooperation" was also addressed, with the ministers devoting particular attention to a proposal for the creation of the Commonwealth Higher Education Support Scheme (CHESS). This document includes a report of a working party on the Commonwealth of Learning and extracts of a working paper on the Secretariat's Work Programme in Education. The report also includes the texts of seven addresses made to the conference and four appendices: conference agenda, conference timetable, conference documentation, and conference participants. (DB)

ED 353 178 SO 022 258

McIntosh, Peggy, Comp.; And Others
Directory of Projects: Transforming the Liberal Arts Curriculum through Incorporation of New Scholarship on Women.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.
PUB DATE- Jan 85
NOTE- 34p.; For related document, see SO 022 254.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Curriculum Development; *Educational Change; Females; Feminism; Graduate Study; *Liberal Arts; Scholarships; Social Science Research; Undergraduate Study; *Womens Studies

This directory lists and describes projects at colleges and universities that are designed to integrate the work of feminist scholars into the higher education curriculum. The directory is designed to provide a support system among the coordinators of these programs by informing them of each other's existence and progress. The directory also is designed to serve as a source for those interested in initiating curriculum change projects at the college and university level.

Research; Womens Studies
IDENTIFIERS- *Womens History

This paper discusses the difficulties encountered during research on the accomplishments of lesser known women for inclusion in a biographical dictionary of such women. The dictionary includes biographical sketches of 761 women representing 50 countries and 35 fields of endeavor from 1600 to the present. The paper focuses on the difficulties of finding women who had made accomplishments during certain periods, the unevenness of the recording of women's history, the overall lack of information, and that many women's accomplishments were credited to or plagiarized by their husbands, fathers, and brothers. The work of 300 additional women had to be abandoned because of the lack of sufficient information about them. The purpose of this research was to correct the misconceptions that women accomplished nothing, that some were exceptions, and that women's history is different. Because the theme of the meeting for which this paper was prepared concerned immigrants, the biographies of five immigrant women are featured as examples of the contributions made by women. (Author/DB)

ED 353 204 SO 022 817

Frantzve, Jerri L.; And Others
Emerging Female Leaders within the Closed Societies of American Indian and Appalachian Artisans.
PUB DATE- 92
NOTE- 12p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (38th, Knoxville, TN, March 25-28, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070), Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indian Culture; American Indians; Artists; *Craft Workers; Economic Opportunities; *Economic Status; *Females; Feminism; Interviews; Leadership; Males; *Psychological Studies; Qualitative Research; *Sex Role; Social Psychology; Social Science Research; Womens Studies
IDENTIFIERS- *Appalachia; *Appalachian Culture

This analysis of intensive interviews conducted with Indian and Applachian artists examines the lives of women and men of increasing economic means. The study explores the changing roles and power structure in decision-making, as affected by increasing economic independence. The style of this research is feminist in nature. Interviews are unstructured, allowing the interviewee to shape the course of the exchange. This method, more than traditional patriarchical approaches, guards against preconceived biases on the part of the interviewer. A list of references is included, as are three appendices--(1) Interview questions; (2) Results summary, and (3) Tribes sampled. (Author/DB)

ED 353 205 SO 022 820

History and Culture of Tanzania and Zambia: A Fulbright-Hays Seminars Abroad Program, Summer, 1992. Curriculum Projects.
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 92
NOTE- 251p.; Some pages will not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Bilingual Education Programs; Computer Assisted Instruction; *Computer Literacy; Early Childhood Education; Hispanic Americans; *Inservice Teacher Education; Language Arts; *Language Proficiency; Longitudinal Studies; Mentors; Peer Teaching; *Program Evaluation; *Teacher Effectiveness; Urban Schools
IDENTIFIERS- *El Paso Independent School District TX; LOGO Programing Language

This paper presents an assessment of teacher training models in a multi-year (1984-1989) early childhood computer literacy program conducted in a bilingual setting. The project was known by the acronym CLIC and focused on the needs of poor Hispanic children in the El Paso (Texas) urban school district. Although CLIC was a computer literacy project, it was designed to address multiple curriculum issues, particularly language arts skills, by aiming for general academic success. The project director trained a group of teachers to train additional project teachers. Each of these two groups was designated as a pilot group. The second pilot group trained another cohort group of faculty, known as the spread group. The curriculum for both teacher training and student classrooms was the same for pilot and spread settings. The final evaluation of the project suggested that the level of student performance in achieving project objectives was directly related to the trainee cohort membership of the teachers. Although student computer literacy was enhanced among both the pilot and spread students, the gains of the pilot group students exceeded gains of spread students. These differences suggest that being a mentor is more helpful to one's teaching than being mentored and that full teaching competence in a computer literacy program is not acquired in the first or second year of the project. (IAH)

ED 353 224 SP 034 221

Pellow, Randall A.; Kuhns, Polly
Program Quality Assessment in Pennsylvania.
PUB DATE- Sep 92
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Ability; Admission Criteria; *Educational Assessment; *Educational Quality; Education Majors; Elementary Secondary Education; Evaluation Criteria; *Evaluation Methods; Higher Education; Institutional Evaluation; *Program Evaluation; Student Characteristics; Summative Evaluation; *Teacher Education Programs
IDENTIFIERS- External Evaluation; *Pennsylvania; *Quality Indicators

Pennsylvania does not have a legislatively mandated program in place for assessing teacher education programs in institutions of higher education. This study was conducted to examine how Pennsylvania's public and private universities and colleges assess the quality of their teacher education programs. Deans and/or chairs of teacher education programs from all higher education institutions in the state were contacted by the Pennsylvania Academy for the Profession of Teaching. Participants (23 institutions), selected at random, responded to a survey instrument designed to investigate assessment procedures used in determining quality of teacher education programs. Findings indicate: scholastic aptitude test scores

Jervis, Charles K.
A Model for Integrating Non-Traditional Skills and Instruction from Literature and Art into Science Classroom Activities.
PUB DATE- Sep 92
NOTE- 23p.; Paper presented at the CRESST Conference on Performance Assessment (September 10-12, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Art Products; Critical Thinking; *Demonstration Programs; *English Literature; High Schools; High School Students; *Instructional Innovation; *Integrated Curriculum; *Science Education; Secondary School Teachers; Whole Language Approach
IDENTIFIERS- Frost (Robert); Montgomery County Public Schools VA; Thoreau (Henry David)

This paper presents a model which incorporates traditional art skills into the high school science classroom. Science, art and English teachers are provided with a scheme by which science works can be incorporated into art or English classes and literary and art analysis skills can be applied in the science class. Using this model, students read, analyze, critique, and investigate the presentation of scientific information in literary works, and they use artistic skills to present their observations or interpretations of scientific phenomena. Based on these works, scientific information is organized into a variety of formats, both the traditional science report and non-traditional creative arts products such as essays, videos, poems, photographs, and drawings. A lesson plan based on the Robert Frost poem "Design" is provided which demonstrates essential aspects of the analysis and assignment scheme, along with examples of student products. Four appendices consist of: Virginia Department of Education Standards of Learning Program Goals and Objectives; extended questions for the "Design" lesson plan; a sample lesson plan utilizing a "Walden" selection; and (4) a reading list and samples of student art products. (LL)

ED 353 243 SP 034 265

Lang, Harry G.; And Others
Characteristics of Effective Teachers: A Descriptive Study of Perceptions of Faculty and Deaf College Students.
PUB DATE- Apr 92
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; College Faculty; *College Students; *Deafness; Department Heads; *Faculty Evaluation; Higher Education; Perspective Taking; Research Needs; *Student Attitudes; *Teacher Characteristics; *Teacher Effectiveness
IDENTIFIERS- National Technical Institute for the Deaf

The goal of the study described here is to develop a research agenda for more in-depth analyses of the relation certain teaching characteristics may have to student outcomes. Rating and ranking scales were designed and administered to examine perceptions about teaching characteristics held by

Attitudes; *Student Evaluation of Teacher Performance; Student Reaction; Teaching Methods
IDENTIFIERS- Finland

This study was conducted to examine the views of seventh-grade students in Finland with regard to the teaching and learning of mathematics. Data were gathered by a questionnaire survey, with follow-up interviews to validate response reliability. Fifty junior high school mathematics teachers in southern Finland were asked to present the questionnaire to their classes in order to get student response. Questionnaires were returned by 34 teachers; 514 students completed the questions. Results of percentage tables suggest that pupils have a pragmatic, calculation-centered, task-oriented view of mathematics; they emphasize process more than product; they stress rigorous working procedures and learning through practice; and they favor pupil-centered activities and small group learning. Students also expect the teacher to give them help and direction along with learning games. Five appendices include a copy of the student questionnaire and tabular responses to structured and open-ended questions, and responses to structured questions. (Contains 49 references.) (LL)

ED 353 263 TM 018 858

Zorrilla A., Juan Fidel
The Function of Qualitative Analysis: Perspective from a Escuela Normal in Mexico.
PUB DATE- 92
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Development; Data Analysis; Educational Change; Educational History; *Educational Research; *Ethnography; Field Studies; Foreign Countries; Government Role; Higher Education; Political Influences; *Qualitative Research; Research Universities; *School Role; *Teacher Education; Teaching Methods
IDENTIFIERS- *Escuela Normal Veracruzana Mexico; Mexico

The function of qualitative research in education is examined, taking into account the curriculum development of one institution, the Escuela Normal Veracruzana, Jalapa (Mexico), which is one of the oldest teacher training colleges (dating from 1886) still functioning in Mexico. Although this academic institution never traditionally promoted the sort of research activities associated with the detailed analysis of data collected in fieldwork, educational ethnography and qualitative research are now having a considerable impact in this and other academic establishments concerned with education and pedagogy. Curriculum development is traced over the years as it responded to educational trends and political change. From about 1981, the school began to be conceptualized as a producer of pedagogical knowledge, rather than just a consumer. This has called for a new emphasis on educational ethnography and qualitative research. Both are expected to be prime sources of future pedagogical thought. Thirteen Mexican Spanish-language references are listed. (SLD)

ED 353 264 TM 018 905

Hodges, Carol A.
Teacher Judgments and Standardized Assessments.
PUB DATE- Apr 92

teaching at different levels. Higher order factor analyses suggest that higher order factors that might underlie SEEQ factors are not particularly useful in providing a smaller number of scores with which to summarize SEEQ responses. Each instructor was found to have a reasonably distinct profile. Mean ratings of the same teachers evaluated consistently showed no systematic increases or decreases. An appendix contains the SEEQ instrument. Four tables and three figures present study data. (SLD)

ED 353 283 TM 019 001

Marsh, Herbert W.; Roche, Lawrence
The Use of Students' Evaluations and an Individually Structured Intervention To Enhance University Teaching Effectiveness.
SPONS. AGENCY- Australian Dept. of Employment, Education and Training, Canberra.
PUB DATE- 8 Jun 92
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Students; Control Groups; Experimental Groups; Feedback; Foreign Countries; Higher Education; *Instructional Improvement; *Intervention; *Professors; Self Evaluation (Individuals); *Student Evaluation of Teacher Performance; Teacher Effectiveness; *Teacher Improvement
IDENTIFIERS- Australia; Feedback Consultation; *Students Evaluations of Educational Quality

The effectiveness of students' evaluations of teaching effectiveness (SETs) as a means of enhancing university teaching was studied, with emphasis on the multidimensionality of SETs, an Australian version of the Students' Evaluations of Educational Quality instrument (the ASEEQ), and the 1986 feedback/consultation intervention of R. C. Wilson. Ninety-two teachers completed self-evaluation surveys and were evaluated by their students at the middle of semester one and at the end of semesters one and two. Three randomly assigned groups received the feedback consultation intervention at the midterm of semester one (MT), the end of semester one (ET), or received no intervention (control). Each MT and ET teacher targeted specific ASEEQ dimensions that were the focus of his/her individually structured intervention. The ratings for all groups improved over time, but only ratings for the ET group improved significantly more than those of the controls. For both ET and MT groups, targeted dimensions improved more than non-targeted dimensions. Results suggest that SET feedback coupled with consultation is an effective means of improving teaching effectiveness and provide one model for feedback/consultation. One figure and five tables present study findings. (Author/SLD)

ED 353 284 TM 019 002

Marsh, Herbert W.; Byrne, Barbara M.
Do We See Ourselves as Others Infer: A Comparison of Self-Other Agreement on Multiple Dimensions of Self-Concept from Two Continents.
PUB DATE- 13 May 92
NOTE- 23p.; For an earlier version of this study, see ED 319 787.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Students; Comparative Testing; Cross

of techniques for the analysis of items that are scored polytomously and improvements in current judgmental methods. The following are other areas within the measurement field in which important advances may be expected: (1) expanded uses of generalizability theory in the analysis of educational data; (2) increased use of computer technology in test development and administration; and (3) the integration of cognitive psychology and psychometric methods to evolve new types of measurements that are especially useful to teachers. Included are 37 references. (Author/RLC)

ED 353 302 TM 019 366

Mislevy, Robert J.
Linking Educational Assessments: Concepts, Issues, Methods, and Prospects.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 97p.; Foreword by Robert L. Linn.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Competence; *Educational Assessment; Elementary Secondary Education; Equated Scores; Evaluation Utilization; *Measurement Techniques; Projective Measures; Statistical Analysis; Student Evaluation
IDENTIFIERS- Calibration; *Linking Educational Assessments; Statistical Moderation

This paper describes the basic concepts of linking educational assessments. Although it discusses statistical machinery for interpreting evidence about students' achievements, this paper's principal message is that linking tests is not just a technical problem. Technical questions can not be asked or answered until questions about the nature of learning and achievement and about the purposes and consequences of assessment are addressed. Some fundamental ideas about educational assessment and test theory (chains of inferences and roles of judgment) are considered. The following approaches to linking assessments are described: (1) equating in physical measurement and educational assessment; (2) calibration in physical measurement and educational assessment; (3) projection in physical measurement and educational assessment; and (4) statistical moderation and social moderation. Implications for a system of monitoring progress toward educational standards are discussed. The following obtainable goals are highlighted: (1) comparing levels of performance across clusters directly in terms of common indicators of performance on a selected sample of consensually defined tasks administered under standard conditions; (2) estimating levels of performance of groups or individuals within clusters at the levels of accuracy demanded by purposes within clusters; (3) comparing levels of performance across clusters in terms of performance ratings on customized assessments in terms of a consensually defined, more abstract description of developing competence; and (4) making projections about how students from one cluster might have performed on the assessment of another cluster. Seven tables, 14 figures, and 41 references are included. (RLC)

ED 353 303 TM 019 367

Edington, John M., III; Enger, John M.
An Analysis of the Evaluation Processes Used by Arkansas School Boards To Evaluate Superintendents.

ED 353 320 TM 019 384

Peterson, Marilyn J.
When Is a School District Ready for Change? An Evaluation.
PUB DATE- Nov 92
NOTE- 12p.; Paper presented at the Annual Meeting of the American Evaluation Association (Seattle, WA, November 5-7, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Administrator Role; *Change Agents; Educational Assessment; *Educational Change; Elementary Secondary Education; Evaluation Methods; Interviews; Readiness; *School Districts; School Surveys; *Teacher Attitudes; Teacher Role; Values
IDENTIFIERS- Evaluation Reports; *Reform Efforts

The beliefs and values of teachers and administrators in one school district regarding their desire and capacity to change and on helping school leaders plan the change process were evaluated, in light of the America 2000/Nebraska 2000 community school campaign. This report summarizes the evaluation focus, procedures for data collection and analysis, and results. The overall evaluation plan was to join this school district in the process of change and respond to their needs as appropriately as possible. Unstructured interviews were conducted with teachers and administrators in seven buildings. Five questions addressed staff reactions and behaviors related to changes that had been accomplished in the district, general attitude or desire to change, and feelings of the comprehensiveness or span of change that staff would like to see. The transcribed interviews were analyzed for strong beliefs and values. Each participant reviewed and responded to a draft report. A final report was prepared for the school board and administrators and teachers involved, which was biased in a favorable position toward the school system and designed to unify participants. Several topics were found in responses to more than one question (parent involvement, community support and responsibility, commitment to meeting student needs, greater spread of abilities/achievement within classrooms, staff are hoping/willing to make changes but expect support, teachers want more input in decision making, students and society have changed, early intervention in primary grades is important, and lack of continuity between buildings). An appendix lists proposed changes. (RLC)

ED 353 321 TM 019 385

Eastmond, Nick, Jr.
Structuring a Program To Prepare Professional Evaluators.
PUB DATE- Nov 92
NOTE- 7p.; Paper presented at the Annual Meeting of the American Evaluation Association (Seattle, WA, November 5-7, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Conferences; *Curriculum Development; *Evaluation Methods; *Evaluators; Group Discussion; *Intellectual Disciplines; Postsecondary Education; Professional Training; Program Evaluation
IDENTIFIERS- Question and Answer Exercises

Competent practice in the field of evaluation calls upon many strategy used in the students' graduate class to effectively deal with issue-based topics in curriculum development is described. The instructor and students present their individual perspectives. The results suggest that until there is a general consensus about the purpose of schools and until this purpose is articulated in a way that is consistent with the conditions of an emerging information-based post-industrial society, substantial improvement in schools' performance is unlikely. Educational leaders must think of themselves as leading and working in knowledge-work organizations. Included are 36 references. Appendices provide a sample evaluation form used to rate class presentations and the research project agenda. (RLC)

ED 353 338 TM 019 404

Kher-Durlabhji, Neelam; Lacina-Gifford, Lorna J.
Quest for Test Success: Preservice Teachers' Views of "High Stakes" Tests.
PUB DATE- Nov 92
NOTE- 19p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Knoxville, TN, November 11-13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cheating; Classroom Techniques; Elementary Secondary Education; Ethics; Higher Education; Preservice Teacher Education; Scores; *Scoring; Standardized Tests; *Student Attitudes; Student Teachers; Test Coaching; Testing Problems; *Test Interpretation; Test Use
IDENTIFIERS- *High Stakes Tests; Preservice Teachers; *Test Score Enhancing Strategies

Standardized test scores are used to determine outcomes at national, state, and local school district levels; and teachers feel pressure to raise their students' scores on high stakes tests. This study evaluated score enhancing strategies most likely used by student teachers and their perceptions about the degree of appropriateness of these strategies. At the end of their student teaching experience, 74 student teachers responded to 2 questionnaires each with 17 items reflecting teacher strategies for test score enhancement. In the first questionnaire, preservice teachers rated 17 items for frequency of use on a 6-point scale. In the second questionnaire, the teachers rated the same 17 items for appropriateness of use on a 6-point scale. Descriptive statistics and correlations were computed. Score enhancement strategies considered inappropriate included altering answers, dismissing low achieving students from taking the test, presenting actual test items for practice, allowing more time for students to take the test, and giving hints to students. Appropriate strategies included checking the completed answer sheets, teaching test taking skills, and preparing teaching objectives based on standardized test items. Other strategies received mixed ratings. The results highlight the need for preservice teachers to consider ethical issues concerning test preparation strategies. Three tables are included. (Author/RLC)

ED 353 339 TM 019 405

Kennedy, Robert L.; Boser, Judith A.
Geographical Location and Attendance for a Regional Research Association.
PUB DATE- Nov 92

status and occupational prestige they deserve. A major constraint was a racially and sexually segregated labor market, which ensured limited occupational opportunities open to young black women. Notes accompany each chapter. Included are over 400 references. (JB)

ED 353 357 UD 029 021

Turnbull, Brenda J.; And Others
Chapter 1 under the 1988 Amendments: Implementation from the State Vantage Point.
SPONS. AGENCY- Office of Policy and Planning (ED), Washington, DC.
PUB DATE- 92
NOTE- 96p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; Administrator Attitudes; *Compensatory Education; Economically Disadvantaged; *Educational Change; Educational Legislation; Elementary Secondary Education; *Federal Legislation; Government School Relationship; Parent Participation; Program Administration; *Program Implementation; Program Improvement; Remedial Instruction; State Departments of Education; *State Programs
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; *Hawkins Stafford Act 1988; *Policy Implications

A study was done of the state level perspective on Chapter 1 program implementation under the 1988 amendments to the Elementary and Secondary School Improvement Act. In 1991-92, the study surveyed 50 out of 53 Chapter 1 coordinators in state education agencies (SEAs) whose offices are responsible for communicating the law's provisions to school districts and for overseeing program implementation. The amendments to the legislation were designed to make Chapter 1 a more effective vehicle for high-quality instruction. The survey's findings suggest that changes are not dramatic, although the SEAs and school districts are faithfully implementing the law's requirements. In particular, the changes have fallen short of stimulating major efforts to make Chapter 1 schools more effective. In the area of improved involvement of parents and other stakeholders, there has been steady change for the better. Results also indicate that despite an 11 percent increase in staffing levels since 1989-90, there continue to be difficulties in the effort to get everything done; and that reasons for falling short of stimulating major change may be the law's procedural requirements and SEAs' inability to carry out major leadership initiatives. Five figures and 35 tables illustrate the report. (JB)

ED 353 358 UD 029 033

Sweet, David
Reconsidering Current Federal Policy for Evaluating ESEA Chapter 1 Grants to Local Education Agencies.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 91
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Academic Aspiration; Black Colleges; *Black Students; College Outcomes Assessment; College Students; Comparative Analysis; *Educational Environment; Higher Education; *Outcomes of Education; *Racial Differences; Research; Sex Differences; Student Educational Objectives
IDENTIFIERS- African Americans; *ASHE Annual Meeting

This study explored factors contributing to the educational aspirations of African American students. An underlying assumption of the study was that the paradigm for looking at aspirations as a key predictor of later attainment in college students may work differently for black students than for the general population. The study involved data collected from 26,277 college students, of whom 1,140 were black. College environment measurements included institutional structure, the peer environment, the faculty environment, and college completion rate. Study results revealed that the variables that predict educational outcomes in black and white students are very different. Additionally, black students did not appear to achieve at the levels they aspired to while often taking longer to achieve a bachelor's degree. However, black students who attended black institutions achieved higher grades in college than those who went to white institutions. In addition, attendance at institutions with high emphasis on graduate training was found to be negatively related to aspirations, unless the student became involved in research. Black females had higher aspirations than black males; the opposite was true for whites. Finally, among black students, those who had higher aspirations were more likely to enroll in graduate school. The appendices include a list of the variables entered into regression analysis. (Contains 16 references.) (GLR)

ED 352 916 HE 026 116

Jungnickel, Paul W.; Creswell, John W.
Workplace Correlates and Scholarly Performance of Clinical Pharmacy Faculty. ASHE Annual Meeting Paper.
PUB DATE- Oct 92
NOTE- 40p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Minneapolis, MN, October 29-November 3, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- College Faculty; Comparative Analysis; Cooperation; Demography; Department Heads; Departments; Faculty College Relationship; *Faculty Publishing; Higher Education; Influences; Institutional Environment; *Pharmaceutical Education; *Pharmacy; *Professional Development; Professors; Research; *Work Environment; Writing for Publication
IDENTIFIERS- *ASHE Annual Meeting

This study examined workplace correlates (departmental and college) of scholarly performance in 296 college faculty members from 67 schools of pharmacy in the United States. The study estimated a model of 3-year scholarly performance through the exploration of six sets of correlates: demographic; affiliation; collaboration; research experiences and orientation; department; and college variables. Data obtained through self-reports shows that approximately one quarter of the respondents had published no refereed articles and the average faculty member published slightly over one article per

Education; Second Language Instruction; Surveys; *Telecourses; Television Studios; Television Teachers
IDENTIFIERS- *European Broadcasting Union (Switzerland)

This book is intended to provide background information for people interested in school television; for producers and editors of educational broadcasts worldwide; and newcomers, information seekers, and researchers in the field of educational broadcasting. Material in the book is presented in seven "chapters" or sections: Chapter 1--a summary report of a survey of educational broadcasting, predominantly in western Europe, which was conducted by the European Broadcasting Union's (EBU) Working Party for Educational Programs; Chapter 2--the contributions by symposium participants on the topic "School Television in the 90s"; Chapters 3, 4, and 5--articles on the topics "School Television and the Teacher," "Support Services for School Television," and "Models of International Cooperation and Coproduction"; Chapter 6--24 case studies of successful school television programs or descriptive accounts of developments in specific subject areas including science education, mathematics, health, nature and environment, mother tongue, foreign languages and communication skills, history, current affairs and civics, and media education; and Chapter 7--recently completed works on school television research. Further information is contained in an alphabetical index of notes about the contributors, references to the overviews and reports, and a list of abbreviations and acronyms that denote European broadcasting organizations. (ALF)

ED 352 934 IR 015 875

Leslie, A. N.
The Application of Distance Teaching to Training in Labour Administration: The Caribbean Experience.
PUB DATE- Oct 92
NOTE- 14p.; Paper presented at a Seminar (Lyon, France, October 1992).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; Business Administration Education; Computer Networks; *Distance Education; Foreign Countries; International Cooperation; *Management Development; Nontraditional Education; Postsecondary Education; *Telecommunications; *Teleconferencing
IDENTIFIERS- *Caribbean; Caribbean Labour Administration Center; Slow Scan Television; Telewriting; University of the West Indies (Jamaica)

This presentation describes a collaborative distance education project between the University of the West Indies (UWI) and the Caribbean Labor Administration Center (CLAC) which resulted in CLAC using the UWI Distance Teaching Enterprise (UWIDITE) network to offer a training course for labor administrators in the Caribbean region. In addition, UWI offered a one year fulltime certificate course in Labor Administration. Three different courses were offered by CLAC over 3 years: Labor Inspection; Employment Service Operations; and Conciliation Methods and Techniques. This presentation begins by providing background information on the 21 countries served by CLAC. It then addresses the need for training of labor administrators; CLAC's partnership with the University of West Indies; UWIDITE--a telecommunications network consisting of slow scan television, telewriter, and teleconferencing facilities; the

ED 352 952 IR 015 898

Demiray, Ugur
Findings of a Research on the Students' Use of Time. A Case Study of the Anadolu University Open Education Faculty in Turkey. Educational Research Publications No. 017.
PUB DATE- 89
NOTE- 51p.; Paper prepared for presentation at the European Leisure Forum held by the Leisure and Research Association (1st, Zurich, Switzerland, October 25-28, 1988). For a related report, see IR 015 902.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Administration Education; Case Studies; *Distance Education; Foreign Countries; Higher Education; *Leisure Time; *Nontraditional Students; *Open Education; Questionnaires; *Recreational Activities; Student Characteristics; Telecourses; *Time Management
IDENTIFIERS- Anadolu University (Turkey); *Student Surveys

This study examines what fourth year Open Education Faculty students enrolled in economics and business administration education in Anadolu University's distance education program expect from their faculty in terms of leisure time activities and how they spend their leisure time. Additional questions addressed include the personal, social, and economic characteristics of the Open Education Faculty students; the activities that these students engage in during their leisure time and any relationships between these activities and the students' socioeconomic characteristics; and how they divide their time into periods for studying and working. The first chapter discusses the phases of the conflict between man and nature in terms of the relationship between man and his leisure time activities; social change due to technological development; and leisure time activities and socioeconomic conditions. The second chapter describes the methodology used for the survey, which included a questionnaire, the target population of all fourth year Open University Faculty students, and data collection. The third chapter analyzes the data and discusses the findings, including time spent in activities related to sports and fine arts, mass media, and hobbies, as well as spending time aimlessly. The last chapter presents the results of the study together with recommendations, and discusses the desire of these students for the establishment of Students Culture Education Centers for leisure activities, the costs of such centers, and the services they would provide. (Contains 20 references.) (ALF)

ED 352 953 IR 015 899

Brunner, Cornelia
Gender and Distance Learning.
PUB DATE- Jan 92
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Appropriate Technology; *Design Preferences; *Distance Education; Educational Planning; *Educational Technology; *Expectation; *Futures (of Society); *Sex Differences; Technological Advancement

not enough analysis of circulation; therefore, periodicals were individually studied to determine whether or not to continue subscriptions or to purchase them on microform. Two appendixes contain the journal rankings and a list of journals to continue, consider for purchase on microform, receive as gifts (continue), and discontinue. (Contains 20 references.) (ALF)

ED 352 972 IR 054 322

Lora, Michael W.
Preservation Census: An Examination of the Bibliography/Rare Books Collection in the Toledo-Lucas County Public Library.
PUB DATE- Oct 91
NOTE- 67p.; Master's Thesis, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Archives; History; Library Collection Development; *Library Collections; *Library Research; *Preservation; *Public Libraries; Questionnaires; Statistical Analysis
IDENTIFIERS- *Rare Books; Toledo Lucas County Public Library OH

A preservation census was conducted of selected Dewey ranges of the volumes located in the mezzanine area of the Social Science Department of the Toledo-Lucas County Public Library main branch. This collection is housed in a non-circulating, semi-supervised stack area and includes approximately 500 volumes in the fields of bibliography and rare books and manuscripts. The unusual nature of this collection in a mid-western, medium-sized public library was verified by bibliographic searching and tabulation using the OCLC bibliographic data base. A short narrative history of the collection's development was developed using archives and interviews. Information gathered during a de visa examination of the collection was used to generate statistics relating to the history of the collection's development and its present physical condition, and was used to report the data in a usable, informative manner for use in planning for future preservation efforts. Four appendixes contain: Interview Questions; Acquisition Numbers by Years; Herbert Sewell Staff Memorandum; and Field Examination Form. Fourteen graphs and eight tables summarize and illustrate the findings of the study. (Contains 40 references.) (Author/ALF)

ED 352 973 IR 054 323

Lesk, Michael
Preservation of New Technology. A Report of the Technology Assessment Advisory Committee to the Commission on Preservation and Access.
PUB DATE- Oct 92
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Archives; Audiodisks; Audiotape Recordings; Books; Computer Software; *Computer Storage Devices; Copyrights; *Digital Computers; Films; Nonprint Media; *Preservation; Videotape Recordings
IDENTIFIERS- Computer Based Archives

Intended to stimulate discussion rather than present solutions, this report summarizes how digital technology applies to preservation problems beyond the preservation of print materials. Specifically it describes the problems new kinds of media such as audio and videotape and computer disks pose to librarians and archivists in terms of long-term storage, the

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Access to Information; College Libraries; *Computer System Design; *Database Management Systems; Databases; *Gateway Systems; Higher Education; Information Retrieval; Online Catalogs; *Online Searching

IDENTIFIERS- Newspaper Index (Database); Virginia Polytechnic Inst and State Univ

This paper describes the techniques for implementing a full-screen, custom SPIRES interface for a public-use library database. The database-independent protocol that controls the system is described in detail. Source code for an entire working application using this interface is included. The protocol, with less than 170 lines of procedural code, can be used virtually without modification with any SPIRES subfile for which appropriate full-screen formats have been designed. The interface enables end users with no knowledge of SPIRES, and with no training on the system, to conduct complex Boolean searching across data fields. The user does not need to issue any commands. Rather, all necessary actions are initiated by pressing a function key after entering keywords on a full-screen search form. A help system presents necessary explanations and enables easy browsing of indexed keywords and authority terms. The system is illustrated with examples from Newspaper-Index, a public use database now in use in the libraries at Virginia Polytechnic Institute and State University. The appendices to this paper contain the complete source code for the Newspaper Index application as it was working in the Virginia Tech Libraries on 9/24/92 using SPIRES version 89.03 under IBM's CMS operating system. (Author/KRN)

ED 352 992 IR 054 344

To Establish a National Policy on Permanent Papers. Hearing on H.J. Res 226 To Establish a National Policy on Permanent Papers, before the Government Information, Justice, and Agriculture Subcommittee of the Committee on Government Operations. House of Representatives, One Hundred First Congress, Second Session.

PUB DATE- 21 Feb 90

NOTE- 180p.; Document contains sections of small print.

LANGUAGE- English

EDRS Price- MF01/PC08 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Archives; Economic Impact; Electronic Equipment; Federal Legislation; *Government Publications; Hearings; National Libraries; *Paper (Material); *Preservation; *Public Policy; Publishing Industry

IDENTIFIERS- *Acid Free Paper; American Library Association; Congress 101st; *Electronic Text; Government Printing Office; Library of Congress; National Archives and Records Administration

This publication contains the text of House Joint Resolution 226, which establishes a policy that Federal records, books, and publications of enduring value be produced on acid free permanent papers; recommends that federal agencies and American publishers require the use of acid free permanent papers for publications of enduring value; recommends that statistics be kept on the present production of acid free papers and the or the arts; community educational and personal interest courses; and remedial programs. Among all first-time, full-time freshmen in the United States in fall 1983, 40% were enrolled in two-year institutions. Two-year colleges enrolled 1.8 million full-time students in fall 1983. Among two-year college students, 53% were women, and the average age of students was between 28 and 31 years. There were a total of 251,606 faculty teaching at two-year colleges; of these, 57% were part-time instructors. In 1982-83, the average salary for assistant professors at public, two-year colleges was $20,761. In 1981-82, state funding accounted for 47.6% of public, two-year college operating expenses, while tuition accounted for another 16.2% of expenses. A list of two-year college organizations and publications, and 14 references are included. (PAA)

ED 353 010   JC 930 029

Phelps, Donald G.
A Vision for the Los Angeles Community College District.
PUB DATE- 92
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Academic Achievement; Access to Education; Administrator Attitudes; *College Planning; *College Role; Community Colleges; Economic Development; Financial Support; *Institutional Mission; *Multicampus Districts; Organizational Effectiveness; Two Year Colleges
IDENTIFIERS- *Los Angeles Community College District CA

The "Vision Statement" brochure by the Chancellor of the Los Angeles Community College District (LACCD) "sets forth the path and direction he wants the District's nine community colleges to take in preparing students for the challenges of the 21st century" and emphasizes that the district will stimulate and assure a learning environment where students can learn to the optimum of their abilities and faculty can teach innovatively, unencumbered by conditions that restrict or impede a quality education for all students, regardless of background or previous learning experiences. Central to the district's role within the state's and nation's educational strategy are six fundamental concepts: (1) the provision of access to quality higher education through such methods as increasing enrollment levels; promoting diversity; creating an empowering climate for all personnel and students; and facilitating the entrance of new Californians into the district and encouraging their success; (2) the encouragement of economic development through such means as developing state-of-the-art instructional technology; providing skilled employees; and joining with chambers of commerce and others to promote economic planning; (3) the promotion of academic achievement and scholarship by increasing student transfer rates to four-year colleges; engaging outstanding full-time, tenured faculty; and promoting individualized instruction, motivation, enthusiasm, and dedication; (4) the maintenance of fiscal strength through a regular review to ensure effective, efficient use of scarce resources and resource development for capital improvements both within and outside of the state system; (5) the achievement of organizational unity through effective district operation; and (6) strategic planning involving input from community and educational leaders and articulation with secondary and postsecondary institutions to ensure that the LACCD's curriculum is coordinated within the state's educational goals. (JMC)

Integrated Planning Effectiveness Model (IPEM), producing a methodology that avoids duplication of effort and leads to one all-encompassing effectiveness document for an institution. In an IPEM, the institutional mission statement is the initial point of departure, linking the separate processes of strategic and operational planning. Further, each organizational unit performs both types of planning. Both strategic effectiveness measures, as well as operational effectiveness measures, become incorporated into one institution-wide effectiveness/action document. A review of planning paradigms and a list of references are included. (MAB)

ED 353 027   JC 930 062

Kroll, Keith, Ed.
Maintaining Faculty Excellence. New Directions for Community Colleges, Number 79.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 113p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Classroom Techniques; *College Faculty; Community Colleges; Faculty College Relationship; *Faculty Development; Faculty Promotion; Faculty Workload; *Instructional Effectiveness; Instructional Improvement; Learning Theories; Models; *Preservice Teacher Education; *Student Centered Curriculum; Teacher Attitudes; Teacher Behavior; *Teacher Burnout; Teacher Recruitment; Teacher Retirement; Teacher Role; Two Year Colleges

Offering new perspectives on community college faculty recruitment and training, and on the renewal of current faculty, this journal issue contains articles on preservice training, faculty development, and teacher improvement. The following 10 chapters are included: (1) "Quo Vadis: Staffing the People's College 2000," by Michael H. Parsons, which discusses trends for the 1990s and the active role new faculty must take in the future; (2) "Expertise and Values: How Relevant Is Preservice Training?" by Joyce S. Tsunoda, highlighting problems and innovations in preservice education; (3) "The New Problem of Staff Development," by Martin B. Spear, Evan Seymour, and Dennis McGrath, which discusses ways to avoid weakening and fragmenting faculty and curricula in development efforts; (4) "Faculty Professionalism Reconsidered," by Jim Palmer, examining professionalism from institutional, scholastic, research, and pedagogical frames of reference; (5) "To Walk on Water: Challenges for Community College Faculty," by Nancy Armes LeCroy and Kay McClenney, which emphasizes assessment, diversity, learning, and skills in preparing faculty; (6) "Empowering Faculty Through Redefined Work Roles," by Richard L. Alfred and Vincent Linder, focusing on planned preservice and inservice education; (7) "Down from the Podium: Preparing Faculty for the Learner-Centered Classroom," by Melissa Sue Kort, which suggests four methods to achieve a learner-centered environment; (8) "Using a Developmental Model of Maturity to Enhance Student-Centered Teaching," by Don G. Creamer, which stresses setting course goals and choosing interactive teaching strategies; (9) "Confronting Diversity in the Community College Classroom: Six Maxims for Good Teaching," by Rosemary Gillett-Karam; and (10) "Faculty Development and

(051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Behavior Problems; Caseworkers; *Child Abuse; Family Environment; *Foster Care; Foster Children; *Foster Family; Helping Relationship; Parent Role; *Sexual Abuse; Symptoms (Individual Disorders); Therapy

IDENTIFIERS- *Child Abuse and Neglect Reporting; Colorado State University; Traumas

This module is part of a training program for foster parents and foster care workers offered at Colorado State University. The module describes what sexual abuse is, why sexual abuse occurs, and how counties report and investigate cases of alleged sexual abuse. The module's learning objectives address: (1) ways of improving the child placement and treatment planning processes for sexually abused children; and (2) ways of enhancing the monitoring and supervision of the foster care of sexually abused children. The module consists of seven lectures which include reading materials, charts, and activities for individuals or groups. Lecture 1 provides an overview of child sexual abuse. Lecture 2 examines symptoms of, and developmental problems that arise as a result of, child sexual abuse. The process of reporting sexual abuse is described in Lecture 3. Lecture 4 explains the traumas that children experience as a result of sexual abuse. Lecture 5 examines the roles of foster parents and foster care workers in helping children deal with the effects of sexual abuse. The types of provocative sexual behaviors that are sometimes displayed by sexually abused children are discussed in lecture 6. Lecture 7 considers treatments for the trauma of sexual abuse. A list of 34 references and a form for evaluating the module are appended. (BC)

ED 353 046   PS 020 818

Schatz, Mona Struhsaker; And Others

Breaking Down Difficult Family Patterns. Fostering Families. A Specialized Training Program Designed for Foster Care Workers & Foster Care Parents.

SPONS. AGENCY- Colorado State Dept. of Social Services, Boulder.

PUB DATE- Jun 92

NOTE- 58p.; For other manuals in this series, see ED 339 492-502 and PS 020 812-817. Two sections, Key Points and Assignment for Partial Credit on pages 37 and 39, are not available for reproduction at this time.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Alcoholism; At Risk Persons; *Drug Addiction; *Family Environment; *Family Problems; *Foster Care; Foster Children; *Foster Family; *Substance Abuse; Symptoms (Individual Disorders); Therapy

IDENTIFIERS- Children of Alcoholics; Codependency; Colorado State University; Emotions; *Role

This module is part of a training program for foster parents and foster care workers offered at Colorado State University. The module examines the functioning of families with addictive and dependent members. The module's learning objectives address: (1) indicators of addiction problems in families, and cycles of substance use and abuse; (2) roles of family members in

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Elementary Education; Elementary School Students; Minority Group Children; Parent Attitudes; *Parent Influence; *Parent Participation; Parent School Relationship; Parent Student Relationship; Questionnaires; Socioeconomic Status
IDENTIFIERS- *Parent Expectations

In a study of the influence of parents' expectations and short-term goals on their choice of activities and their children's achievement, a total of 180 parents of students in grades two through six were surveyed. The sample population of students was 13 percent Asian-American, 12 percent African-American, 19 percent Latino, 51 percent Anglo, with 36 percent bussed from inner-city areas. Data were collected from parent surveys and Metropolitan Achievement Test (MAT 6) reading and math pre- and posttest scores. Findings showed that substantial differences in achievement were related to parental expectations, goals, activities, and school involvement. Parent-controlled activities were negatively related to achievement and achievement gains, and parent conference attendance was significantly related to achievement. Parent goals emerged as strong predictors of achievement gains, especially in the analysis of female, minority, and lower income students' data. A sample parent survey is appended. (MM)

ED 353 066 PS 021 036

Rambusch, Nancy McCormick
An American Montessori Elementary Teacher: Indigenous American Montessori Models.
PUB DATE- 92
NOTE- 5p.; Paper was made possible by a donation from the J. Seward Johnson, Sr. Charitable Trust.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Rearing; Classroom Environment; Discovery Learning; Early Childhood Education; Educational Innovation; *Educational Philosophy; Elementary Education; *Montessori Method; Parent Child Relationship; *Student Centered Curriculum; Teacher Student Relationship; *Teaching Models
IDENTIFIERS- Authoritative Parenting; Montessori (Maria); *Montessori Preschools; New Jersey (Princeton)

Maria Montessori's child-centered teaching method came to the United States in 1913 and became linked with an approach to progressive education and child rearing which many Americans considered permissive. During the post-World War II years, advocates of Montessori's method combined this permissive mode with elements of an authoritarian mode to produce an authoritative approach to teaching young children. Following this approach, educators at the Princeton Montessori School have developed and implemented a firm yet empathic teaching model for their classes. The social system which the teachers have developed in their classes respects children's intrinsic motivation in the form of a benign token economy, called a credit-debit system. In this system the rules of the classroom, and the rewards and sanctions attending the rules, are developed cooperatively between teacher and children. Teachers consider the small group as the basic unit of social organization for the presentation of lessons. Teachers present curricular subject areas in a sequence of steps which are

This study examined major characteristics of instruments commonly used in statewide teacher certification procedures and the possible relations of these characteristics to the uneven success rate among minority teaching candidates. The study analyzed raw scores and selected variables associated with 63 white female candidates who took the Georgia Teacher Certification Test in Early Childhood Education during the 1988-89 testing cycle. All candidates held a B.S. in early childhood education, and their grade point averages before and after majoring in early childhood education, as well as their Scholastic Aptitude Test (SAT) scores, were recorded. Results showed that grade point averages (GPAs) are not a gate-keeping restriction that might act to reduce the success of minority candidates. Results also indicated that the GPA achievement in the teacher preparation program does not contribute significantly to a candidate's performance on the statewide minimum competency test. A significantly high correlation between the Georgia Teacher Certification Test scores and the candidates' scores on the SAT may indicate that teacher tests for certification are proxies for other standardized instruments and might reveal some of the reasons for the disproportionate failure rate among minority teacher candidates. (MM)

ED 353 086 PS 021 100

Pennsylvania Child Care and Head Start 1992 Statewide Salary Survey.
SPONS. AGENCY- National Association for the Education of Young Children, Washington, D.C.; Pittsburgh Foundation, Pa.
PUB DATE- Sep 92
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrators; *Child Caregivers; *Day Care Centers; Early Childhood Education; Faculty Mobility; *Fringe Benefits; *Salaries; State Surveys; Teacher Employment Benefits; *Work Environment
IDENTIFIERS- *Pennsylvania; Project Head Start

Sponsored by the Pennsylvania Association for the Education of Young Children, this study involved a statewide survey to assess the salary levels, benefits, working conditions, and turnover rates for teaching and administrative staff of child care centers and Head Start programs in Pennsylvania in 1992. A random sample of 2,500 licensed, full-day centers resulted in the final sample of 401 centers surveyed, with a 54 percent response rate. Results showed that almost all child care teachers and assistants were women in their childbearing years. The average wage was $6.40 an hour for beginning teachers and $7.66 an hour for experienced teachers. Nonprofit centers paid higher wages to starting teachers than did for-profit centers. Less than one-third of child care teachers, and approximately one-fourth of assistants, received fully paid health coverage, though a greater percentage of Head Start teaching staff received fully paid health and dental benefits. The turnover rate was 31 percent for teachers in child care centers and 14 percent for Head Start teachers. A description of Pennsylvania early childhood services, highlights of national findings for child care and Head Start programs, and implications for the study, are provided. (MM)

ED 353 087 PS 021 102

Shared superintendency is a viable cost-saving alternative for small, rural school districts. Also discussed are the strengths of rural education and how rural education measures up to the six national education goals. (LP)

ED 353 106   RC 018 916

Hill, Lola L.
"Role Models Are Real People": Speakers and Field Trips for Chicago's American Indian Elementary School Children.
PUB DATE- May 92
NOTE- 42p.; Presented at the American Indian Institute National Indian Conference on Child Abuse and Neglect (10th, Orlando, FL, May 4-6, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indian Culture; *American Indian Education; Class Activities; Dropout Prevention; *Field Trips; *High Risk Students; Junior High Schools; Junior High School Students; Native Speakers; *Parent Participation; *Program Effectiveness; Public Speaking; Speech Communication; Urban Education
IDENTIFIERS- American Indian Students; Chicago Public Schools IL; Higher Education Cooperation Act (Illinois); Institute for Native American Development IL; Native American Education Services IL; *Speakers Bureaus

This two-part document describes the background and development of "Role Models Are Real People," a speakers' program for at-risk American Indian students, grades 6-8, in Chicago. The first part of the document includes the program proposal, outlining dropout statistics and other data showing reason for concern about American Indian students in Chicago and highlighting the need for increased parental involvement. The proposal describes the "Role Model" program's founding organizations, Native American Education Services College and the Institute for Native American Development, which first recommended inviting parents and other American Indian leaders to speak to students in their classrooms. The resulting "Role Models" project was designed to offer Indian school children some early role models, mostly parents who informed them about their careers, and to provide an occasional field trip. The second part of the document is largely anecdotal, describing in full detail the speakers' presentations, field trips, and students' positive reactions to the program. Issues involving student behavior, program organization, and logistics are discussed. Students' questions indicated special interests in American Indian languages, culture, college education, and speakers' incomes. Field trips included museums, the ballet, local university campuses, and a basketball game. (TES)

ED 353 107   RC 018 921

Special Education: Migrant Education Policy Brief.
PUB DATE- Sep 92
NOTE- 27p.; An 8-page summary of this policy brief, separately published in IMEC's "Migrant Education Report" (July 1992), is bound in.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Demography; *Disabilities; Educational Needs; Elementary Secondary Education; Health Needs; *High Risk

Education Committees; Native Americans; Tribally Controlled
Education; *White House Conference on Indian Education

This report summarizes the two-volume "Final Report of the White House Conference on Indian Education," mandated by 1987 amendments to the Indian Education Act. The conference explored the feasibility of establishing an independent Board of Indian Education and developed recommendations for making educational programs more relevant to the needs of Indians. Chapter 1 of the summary reviews the history of the conference, focusing on the lack of Indian involvement in federal Indian-education programs. Chapter 2 describes planning and preparations, including the organization of state meetings which made recommendations to the conference. Chapter 3 describes 113 conference resolutions, categorized under the following 12 topics: (1) governance of Indian education; (2) Indian community health services and delivery; (3) literacy, student academic achievement, and high school graduation; (4) safe, alcohol/drug-free schools; (5) exceptional education; (6) readiness for school; (7) Native languages and culture; (8) school structure; (9) higher education; (10) school personnel; (11) adult education and parental-community-tribal partnerships; and (12) miscellaneous. A final analysis examines aids and barriers to realization of the conference resolutions, discussing them in the context of the history of the federal-tribal relationship. Particular focus is given to the need for local control of Indian programs. (TES)

ED 353 125 SE 052 305

Prasad, B. S.
Constraints on Expanding Computer Education: The Case of the Fiji Islands.
PUB DATE- Jun 91
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Capital Outlay (for Fixed Assets); Computer Literacy; *Computer Science Education; *Educational Finance; *Educational Policy; Foreign Countries; Microcomputers; Program Implementation; Secondary Education; *Teacher Shortage; Teacher Supply and Demand
IDENTIFIERS- *Fiji

With the advent of microcomputers during the 1970's, foreign countries have been trying to introduce some form of computer literacy into the school curriculum. This paper presents the efforts of the Department of Education of the Fiji Islands to introduce computer education into the curriculum and constraints that impede those efforts. Since the creation of the Computer Education Center (CEC), eight procedures have been used by the center to facilitate computer education teaching in the country. Measures include the purchase of computers, training of selected mathematics teachers in the use of the computers, development and distribution of computer software, school visits by CEC officials, development of teacher guides for use in instruction, production of a booklet on computers, and distribution of a computer education newsletter. The following three constraints on further development of the computer education program are identified and discussed: (1) a lack of capital investment to equip computer laboratories; (2) a shortage of qualified computer teachers; and (3) a lack of an integrated policy on the part of the planners. Seven recommendations to alleviate these problems are presented: (1) give priority to developing an integrated, long-term policy for classrooms. The major goals of the study were to: (1) identify patterns and change in children's thinking and solution procedures related to pre place value and informal place value tasks; (2) to assess the effects of an enriched number program on children's understanding and competence with multi-digit numbers; (3) to assess the effect of the program on teachers' and preservice teacher mentors' pedagogical beliefs; (4) to study mentor effectiveness in generating "inquiry mathematics" and small-group cooperative learning; and (5) to examine evidence of shared pedagogical beliefs resulting from interactions among researchers, teachers, and mentors. Twelve preservice mathematics teachers served as mentors for 41 first-grade students in 2 first grade classrooms of a University laboratory school for 8 weeks during each of 2 semesters. Children typically worked in pairs with one of the mentors with occasional whole- and small-group lessons. One-to-one assessment data of the children and observational, survey, and interview data of the teacher mentors were collected. Analysis of the data led to the following findings: (1) on common assessment items, average response rates increased from 65% to 78% by mid-year; (2) students adopted more flexible approaches to solving numerical problems; (3) teachers reported student success on some tasks that they would not normally expect them to succeed on at this stage; and (4) mentors revealed a more sophisticated approach to teaching both in their beliefs and in their actual practices. Assessment protocols and the instrument for mentor perceptions and beliefs are appended. (Contains 16 references.) (MDH)

ED 353 142 SE 053 115

Dana, Thomas M.; Shaw, Kenneth L.
An Evaluation of the Implementation of Florida's Comprehensive Plan To Improve Mathematics, Science and Computer Education.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.
PUB DATE- Apr 92
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Agency Cooperation; *Computer Science Education; Coordination; Educational Change; Educational Cooperation; Educational Objectives; *Educational Policy; Elementary Secondary Education; *Instructional Improvement; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Program Evaluation; Science Curriculum; Science Education; *Science Instruction; Technical Assistance
IDENTIFIERS- Educational Issues; *Florida State Department of Education

Improving the teaching and learning of mathematics, science, and computer usage has been the focus of both education scholars and government policymakers over the last decade. The state of Florida responded by developing a statewide plan to coordinate reform efforts published as "A Comprehensive Plan: Improving Mathematics, Science, and Computer Education in Florida (Comprehensive Plan)." This paper summarizes the effort to evaluate the implementation of the Comprehensive Plan and findings resulting from the evaluation. Initial sections describe the reform movement, reform efforts in California, and the development of the Comprehensive Plan. Subsequent sections describe the evaluation design, implementation efforts of the Comprehensive Plan, observations regarding the influence a

ED 353 157 SE 053 204

Mitchell, Mathew
Situational Interest: Its Multifaceted Structure in the Secondary Mathematics Classroom.
PUB DATE- Apr 92
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 22, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Affective Behavior; Classroom Research; Cognitive Measurement; Cognitive Structures; *Context Effect; Correlation; Factor Analysis; High Schools; High School Students; Interest Inventories; Interest Research; Interviews; Mathematics Achievement; Mathematics Education; *Mathematics Instruction; *Models; Qualitative Research; School Surveys; Secondary School Mathematics; *Student Interests; *Student Motivation
IDENTIFIERS- LISREL Analysis; *Model Development

Classroom boredom in the secondary mathematics classroom is a problem that can be addressed from knowledge of the intrinsic motivational variable of "interestingness." The lack of a theoretical model of interest is an obstacle in research that investigates this variable. This paper describes the three stages in the development of a model of interest. The first stage involved the development of a preliminary model according to the current research literature on interest. Working from the social ecological research orientation of (R. H.) Moos (1976, 1979) that emphasizes the importance of social perceptions as the key to manipulating an environment, the second stage included an elaboration on the initial model using naturalistic techniques to better understand student perceptions of interest in the mathematics classroom. In the third stage, a survey instrument was developed. Data was collected and quantitatively analyzed to assess the tenability of the model developed through stages one and two. Participants in the study consisted of 350 high school students from 3 different high schools in the Santa Barbara (California) area. The sample was composed of 147 boys and 188 girls, 30% of whom were not Anglo-American. Students responded to a Likert-type survey consisting of 45 items representing 7 different scales identified as the following: personal interest; situational interest; meaningfulness; involvement; group work; puzzles; and computers. Factor analysis, LISREL analysis, and correlational analysis were applied to the data. Results of the various analyses identified two general scales for personal interest and situational interest (SI) and five subscales for SI. In addition, the correlational analyses lent support to the conceptual distinction made between catching and holding interest. (Contains over 60 references.) (MDH)

ED 353 158 SE 053 439

Wagner, Kay, Ed.
State Model Programs. Eisenhower Program for Mathematics and Science Education.
SPONS. AGENCY- Eisenhower Program for Mathematics and Science Education (ED), Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC.

Sixty institutions are covered in the directory. (DB)

ED 353 179 SO 022 269

Johnson, Jennifer, Ed.
Milton M. Holland: Panola County Recipient of the Medal of Honor.
PUB DATE- 92
NOTE- 81p.; Published by Loblolly, Inc., Gary, TX.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Black Achievement; *Black History; Blacks; *Civil War (United States); High School Students; Interviews; *Local History; State History; *Student Publications; United States History
IDENTIFIERS- Congressional Medal of Honor; *Holland (Milton M); *Texas (East)

This publication features an article about Milton M. Holland, a black American from East Texas, who is credited with being the first black Texan to have won the Congressional Medal of Honor during the U.S. Civil War. The articles in the issue concern Milton Holland and other black Americans who served in the Civil War. The articles include: "Milton M. Holland" (Archie P. McDonald); "Interview with Dorothy Franks" (Loblolly staff); "The Afro American Texans" (Institute of Texan Cultures); "The Badge of Gallantry" (Joseph P. Mitchell); "The Congressional Medal of Honor" (Ohio Historical Research Society); "Individual Decorations of the Civil War and Earlier" (John Wike); "The Heights of Glory" (Robert A. Webb); "From Slavery to Freedom" (Frank R. Levstik); and "Politician and Educator" (Frank R. Levstik). (DB)

ED 353 180 SO 022 294

Succeeding at School. International Symposium on Significant Strategies To Ensure the Success of All in Basic Education and Round Table on Multidimensional Evaluation (Lisbon/Estoril, Portugal, 20-24 May 1991). Final Report.
PUB DATE- 91
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Achievement; Developing Nations; Educational Change; *Educational Development; Educational Policy; *Educational Strategies; Elementary Secondary Education; Foreign Countries; *International Education; *International Educational Exchange; *International Organizations; Minimum Competencies
IDENTIFIERS- *Portugal; *UNESCO

More than a hundred educational specialists from 51 UNESCO member states and non-governmental education attended the symposium for which this document is the final report. The report describes the Interministerial Programme for the Promotion of Educational Achievement in Portugal (PIPSE), together with other examples of national, regional, and local strategies. The report lists various strategies within the administrative and teaching levels that can contribute to the improvement of educational achievement. The report highlights the importance of systematic and continuous social and familial action from early childhood onward, and ties in pre-school education with health, nutrition, and social service programs for the benefit of very young children and their mothers with a continuation of this action up to the stage at which community participation in

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Collected Works - General (020)
DESCRIPTORS- *African Culture; *African History; Elementary Secondary Education; Foreign Countries; Foreign Culture; *Instructional Materials; International Educational Exchange; Learning Activities; Social Studies; *Teacher Developed Materials; Teacher Exchange Programs
IDENTIFIERS- Fulbright Teacher Exchange Program; Global Education; *Tanzania; *Zambia

The curriculum projects described in this collection were developed by U.S. classroom teachers who traveled to Tanzania and Zambia as part of the Fulbright-Hays teacher exchange program in the summer of 1992. The included projects are as follows: "Curriculum Project: Tanzania/Zambia Seminar Abroad '92" (Donelle Blubaugh); "East Africa and Its Women: A Unit Designed for Twelfth Grade Modern Problems Classes" (Thom Brzoska); "An African Unit Using Resource Based Learning" (Doris Cosley); "International Pen Pal Project" (Ellen Icolari); "Kickin' It in Khangas" (Betty Lau and Susan Renaud); "A View From Kilimanjaro" (Jean McCall); "To Be or Not To Be: A Question of Survival." (Carol E. Murphy--Middle School Curriculum, Diane Isaacs--High School Curriculum); "Teaching Africa through the Arts" (Tamara Sax); "Developing Nations: Tanzania and Zambia" (Bob Scheele); "Africa Alive" (Mary Lillian Smith); and "Introduction to Africa" (Marilyn Strelau). (DB)

ED 353 206 SP 033 835

Chandler, Gary L.
Strategies for Invitational Physical Education in the Junior High School.
PUB DATE- 88
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Techniques; Educational Environment; *Educational Principles; Junior High Schools; *Physical Education; Physical Education Teachers; Questionnaires; Self Concept; Student Motivation; Student Participation; Teacher Characteristics; *Teacher Student Relationship; *Teaching Methods
IDENTIFIERS- *Invitational Education

Invitational education maintains that each individual possesses relatively untapped potential for intellectual and psychological development and that this potential may best be realized in a nurturing environment. Utilizing an invitational approach to physical education, physical education teachers may invite students to succeed. Guidelines for providing and enhancing an inviting educational environment include: (1) arranging a pleasant atmosphere; (2) placing positive signs in the gym; (3) recognizing special people and times; (4) developing class spirit; (5) using music in class; (6) showing off student skills and talents; (7) inspiring through reading; (8) providing opportunities that stress participation rather than winning; (9) exposing students to exciting sporting events; (10) teaching personal development as well as skills; (11) establishing a caring atmosphere; (12) using students names; (13) using the telephone to keep in touch with students who miss class; (14) providing opportunities for success; (15) involving students in routine classroom tasks and decision and high school class standing are the two largest determinants for accepting students; internally derived factors are perceived to be more important than externally derived processes; and greater emphasis has been placed on more traditional, quantitative measures than on qualitative indices. Tabular results, recommendations, and an extensive bibliography are included. Appendices consist of copies of the survey instrument, the letter introducing the project, responses to the survey instrument; and comments from respondents. (LL)

ED 353 225 SP 034 222

Pellow, Randall A.; Kuhns, Polly
The "Re" Maelstrom of Educational Reform: Restructure, Renewal, Reform, Recreate, Reconstitute, Redesign, Refurbish, Rethink, Redraft, Restrengthen.
PUB DATE- 92
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Educational Innovation; Elementary Secondary Education; *Evaluation Methods; Excellence in Education; Higher Education; Outcomes of Education; *Program Effectiveness; *Program Evaluation; *Program Improvement; Public Policy; *Teacher Education Programs; Teacher Educators; Teaching (Occupation)
IDENTIFIERS- Collaboratives; *Reform Efforts

When evaluation is applied to teacher education programs in higher education, a myriad of issues emerge which make assessment complex and critical, especially during the era of reform. The purpose of this paper is to establish a comprehensive overview of assessment processes and reform efforts in teacher education programs. Organized into five sections, the report examines: (1) the nature of program evaluation (an historical overview, current trends in program evaluation, and Federal and State initiatives); (2) issues on restructuring teacher preparation programs; (3) teaching as a profession, alternative certification, the profession of teacher education, and clinical field experiences; (4) basic education reform efforts at State and Federal levels (mentoring programs, school-site management and teacher empowerment, outcome-based measurements, reports on basic education reform efforts, and Federal initiatives); and (5) school-university collaboration. In compiling a literature review, over 100 sources were utilized to discern historical and current practices regarding assessment procedures and resultant reform efforts. These sources are noted in a reference list. (LL)

ED 353 226 SP 034 224

Hoxie, Frederick E.
Teaching Teachers: Scholarly Conferences, Workshops and Fellowships as Tools for Re-Tooling Instructors.
PUB DATE- 92
NOTE- 15p.; Paper presented at the Annual Meeting of the Organization of American Historians (April 2, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indian History; *American Indians; College Faculty; Conferences; Faculty Development; *Fellowships; Higher

administrators, academic department chairpeople responsible for evaluating teaching, instructional faculty, and deaf college students. The differences in perceptions between supervisors and teachers about characteristics of effective teaching indicate a need for ongoing dialogue, particularly prior to and following classroom observations. In addition, teachers and deaf college students are found to differ in their views of the importance of certain characteristics; discussion with students about these perceptions is suggested. Additional research on particular characteristics of effective teaching based on the findings of this study are recommended. A reference list and five data tables are appended. (Author/LL)

ED 353 244 SP 034 266

Bickel, Janet; Quinnie, Renne
Women in Medicine: Statistics.
PUB DATE- Jun 92
NOTE- 20p.; For 1991 report, see ED 340 676.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Admission (School); Comparative Analysis; Ethnic Origins; Females; Higher Education; Medical Education; *Medical School Faculty; *Medical Schools; *Medical Students; *Physicians; Statistical Data; Women Administrators; *Women Faculty; Womens Education

This publication consists solely of statistical data about women in medicine. Eight tables and three figures are presented. The tables are organized as follows: (1) Women Applicants, Enrollees and Graduates--Selected Years 1949-50 through 1991-92; (2) Comparative Acceptance Data for Men and Women Applicants 1973-74 through 1990-91; (3) Acceptance Rates of Applicants by Age and Sex 1991-92 First-year Class; (4) Distribution of Women Residents, 1990; (5) Women Faculty by Departments, 1975 and 1992; (6) Women Chairs of Academic Departments--1991-92; (7) Women Physicians by Activity and Specialty; and (8) Women in Administrative Positions in Medical Schools. Three figures graphically display full-time medical school faculty by rank and gender; full-time medical school faculty by degree and gender; and ethnicity of female faculty in U.S. medical schools (1992). (LL)

ED 353 245 SP 034 267

Aston, Mike; Fakhro, Samir Q.
Implications for Change in Teacher Education Strategies Offered by the New Information Technologies.
PUB DATE- 92
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Literacy; *Computer Uses in Education; Elementary Secondary Education; Foreign Countries; *Inservice Teacher Education; Learning Strategies; *Program Implementation; *Teacher Behavior; *Teacher Education Programs; Teacher Participation; Technological Advancement
IDENTIFIERS- Arab States; Europe (West); North America

The introduction of computers into classrooms is one of the latest examples of educational innovation. It has been well established in the literature and in practice almost everywhere that teachers need to be actively involved in the development

NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; Elementary School Students; *Elementary School Teachers; Evaluators; Grade 1; Grade 2; *Kindergarten Children; Literacy; Longitudinal Studies; Primary Education; Scores; *Standardized Tests; *Student Evaluation; *Teacher Role; Test Results; Test Use

This study, part of a larger longitudinal research project, focused on the relationship between teachers' rankings of their students' literacy achievements, based on informal assessment, and the scores that the students received on a standardized test. Kindergarten students (initial sample of 136) were followed for 3 years. At the end of kindergarten, grade 1, and grade 2, teachers evaluated the students' progress according to how well they mastered a set of criteria that represented a successful reader and writer. Teachers administered a standardized test to students each year. Data from all 3 years illustrated significant positive relationships between teachers' evaluations and test scores. The fact that the teachers and the tests appear to be measuring several similar factors should ease fears that teacher judgments might be at odds with that which is currently considered more reliable, test scores. However, data do suggest that teacher judgments may be an even more valid measure than standardized test scores. One table presents study data, 2 figures present the assessment forms for reading and writing, and 13 references are included. (Author/SLD)

ED 353 265 TM 018 929

Bobbett, Gordon C.; And Others
What Policymakers Can Learn from School Report Cards: Analysis of Tennessee's Report Cards on Schools.
PUB DATE- Apr 92
NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992). For related documents, see ED 338 656, ED 340 739, and ED 342 804.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Attendance; Career Ladders; Class Size; Economically Disadvantaged; Educational Assessment; Educational Finance; Educational Policy; Elementary Secondary Education; Enrollment; *Institutional Characteristics; *Outcomes of Education; *Policy Formation; Profiles; *School Districts; State Programs; Teacher Salaries
IDENTIFIERS- *Evaluation Reports; *Tennessee

The relationships among factors reported on report cards developed for local school districts in Tennessee were studied, offering information about how the selected factors relate to student outcomes. Each year Tennessee's State Board of Education produces a report card on each school district using data provided by the district and the State Department of Education. Data are presented in two report card sections: testing information (grade level, the prior school level, the

Cultural Studies; *Factor Analysis; Foreign Countries; Higher Education; *Inferences; *Peer Evaluation; *Self Concept; Self Evaluation (Individuals); Significant Others; *Test Validity
IDENTIFIERS- Australia; Canada; *Self Description Questionnaire III

An Australian study and a Canadian study evaluated the ability of significant others to infer multiple dimensions of self-concept of university students accurately. Subjects were 151 Australian and 941 Canadian university students. Four factor analyses (self- and other-responses by Australians and Canadians) all clearly identified the 13 factors that the 136-item Self Description Questionnaire III (SDQIII) is designed to measure. Mean ratings were similar in the two studies, although self-rankings tended to be lower than other ratings (a self-modesty effect). There was substantial self-other agreement on each of the 13 SDQIII factors that was similar for Australians and Canadians and much higher than reported in previous research. Multitrait multimethod data demonstrated convergent and discriminant validity of the SDQIII responses in both studies. Across all analyses, Australian and Canadian results were remarkably similar. Critical features leading to the consistently high self-other agreement were the use of: (1) older students; (2) multiple dimensions of self-concept based on instruments with strong psychometric properties; and (3) significant others who knew the subject very well. Four tables present study data, and 38 references are included. An appendix lists the means and standard deviations among the variables from Australian and Canadian studies. (SLD)

ED 353 285 TM 019 022

Riggs, Matt L.; Worthley, Joanna S.
Baseline Characteristics of Successful Programs of Student Outcomes Assessment.
PUB DATE- 92
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Bachelors Degrees; *College Students; Educational Assessment; Educational Improvement; General Education; Grants; Higher Education; Human Resources; Information Dissemination; *Outcomes of Education; *Pilot Projects; Program Evaluation; *Research Projects; State Programs; *Student Evaluation
IDENTIFIERS- *California

A meta-assessment is provided of 15 pilot projects aimed at demonstrating how student outcomes of various kinds can be used to assess the effectiveness of general education and baccalaureate degree programs. The Student Outcomes Assessment projects funded by Academic Program Improvement grants of the California state university system, have developed and field tested a variety of assessment measures and instruments, including portfolios, interviews, senior and capstone projects, surveys, and examinations. Factors that may have contributed to the outcomes were evaluated, with relevant variables conceptualized within the categories of assessment environment, assessment methods, and assessment outcomes. Evidence for many of the direct and indirect outcomes proved difficult to evaluate, in part because some of the target outcomes are long-term effects that would require longitudinal measurement. The outcome that appeared to be the best index of project effectiveness was dissemination of results. Information sharing was consistently identified as an important outcome of project involvement. Human resources were the most important

PUB DATE- Nov 92
NOTE- 15p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Knoxville, TN, November 11-13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Evaluation; *Boards of Education; Comparative Analysis; Elementary Secondary Education; Evaluation Criteria; *Evaluation Methods; Mail Surveys; National Surveys; Occupational Tests; *School Districts; State Surveys; *Superintendents
IDENTIFIERS- Arkansas; Competency Tests; Educational Research Service Survey; Process Analysis

This study examined evaluation processes used by Arkansas school boards to evaluate their superintendents, and compared the data with results from a recent national survey reporting techniques used in the evaluation of superintendents, data about who had input in conducting the evaluation, criteria used in the evaluation process, and traits of an effective superintendent. School board presidents (SBPs) throughout Arkansas were sent an anonymous two-page questionnaire, which included questions from the 1989 Educational Research Service Survey about the frequency, criteria, techniques, and types of evaluations used by their school boards to evaluate superintendents. Ninety-three of 161 questionnaires were returned (a 57.8 percent response rate). About two-thirds of the Arkansas SBPs reported that formal evaluations of the superintendent were conducted in their districts. Nationally, little difference was noted in the proportions of districts conducting formal evaluations of their superintendents. In Arkansas, significantly more larger districts reported formal evaluations of the superintendent than did smaller districts. Compared to the national study, significantly more districts in Arkansas with formal evaluations reported that the superintendent's compensation should be based on the evaluation; however, Arkansas SBPs reported similar importance for six of eight criteria used in evaluating the superintendent's effectiveness. Arkansas SBPs placed more importance on leadership and knowledge of the field. (RLC)

ED 353 304 TM 019 368

Babcock, Judith L.; And Others
Assessing Construct Validity in Community Evaluations: A Multitrait-Multimethod Approach.
PUB DATE- Nov 92
NOTE- 31p.; Paper presented at the Annual Meeting of the American Evaluation Association (Seattle, WA, November 5-7, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Organizations; *Community Programs; Comparative Testing; *Construct Validity; *Evaluation Methods; Factor Structure; Interviews; *Multitrait Multimethod Techniques; *Program Evaluation; Rural Areas; *Test Construction; Test Reliability
IDENTIFIERS- Community Environment Scale; Community Needs Index; Self Report Measures

This study used multiple methods to assess basic community needs and attributes of community atmosphere (cohesion, religious involvement, and recreational activities) in two psychometric skills, which all can be taught. This paper suggests one perspective on how these evaluation skills could be acquired. A seven-item question-and-answer format is used to respond to a panel discussing structuring a program to prepare professional evaluators. The following questions are addressed: (1) whether evaluation is now a professional field or whether it is in the process of becoming a professional field within the near future; (2) whether or not unique features (skills, expertise, theories, techniques, etc.) define the professional practice of evaluation and separate it from other social science areas; (3) what elements of the structure (scope and sequence) of an educational program about evaluation are desirable; (4) for whom or at what level (undergraduate, graduate, or postgraduate) should the educational program on evaluation be targetted and how much time would be required to complete it; (5) what types of learning experiences (internships, practica, laboratories, etc.) would be included in the educational program on evaluation; (6) where would the ideal program be located (in a single discipline, across disciplines, etc.); and (7) are there other issues and concerns that should be brought to the attention of the panel. (RLC)

ED 353 322 TM 019 386

Eastmond, J. Nicholls, Jr.
Probing Project Humor for Insights in Ethnography: A Case Study.
PUB DATE- Nov 92
NOTE- 14p.; Paper presented at the Annual Meeting of the American Evaluation Association (Seattle, WA, November 5-7, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cartoons; Case Studies; *Ethnography; Evaluation Methods; Evaluators; *Humor; Organizational Climate; Personnel; *Program Evaluation; Social Science Research; Work Environment
IDENTIFIERS- Anecdotes; Folktales; Researcher Subject Relationship

This paper argues that in addition to being an important source of data for a project evaluator, project humor also provides a check on the evaluator's comprehension of background and events (i.e., if an evaluator does not understand a joke, he or she has probably not attained an insider's perspective). In addition, humor becomes a source of solidarity with other project members. As evaluators project and respond to humor, they are provided with an important way of affirming their ties to the people they are studying. Humor as a source of social science data, humor in ethnographic studies (including humorous outcroppings or xerox humor in the workplace, written information and political cartoons, and folktales and anecdotes), humor as a source of validation, and humor as a source of solidarity are considered. It is concluded that humor is an important data source for ethnographic studies. The three sources of this humor include outcroppings, written sources, and anecdotes. While like most unobtrusive measures, these sources are seldom confirmatory, they do provide a useful source of validation for other information. In addition, "getting the joke" can be its own source of validation. Humor establishes solidarity with people within the culture under study, provides a source of invitation as an insider, facilitates important ties to informal leaders, and makes the work of ethnography more rewarding and enjoyable. (RLC)

ED 353 323 TM 019 387

NOTE- 23p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Knoxville, TN, November 11-13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; *Conferences; Educational Research; *Geographic Location; Government Employees; Graduate Students; Higher Education; *Meetings; *Participation; *Professional Associations; Researchers; School Districts; State Government; Trend Analysis
IDENTIFIERS- Data Files; *Mid South Educational Research Association

This study evaluated the relationship between site location of and attendance at an organization's annual meeting. It assessed whether participation in the annual meeting increased or decreased in the host state; if participation increases when the meeting is in the home state, whether that participation level is maintained in the following year; whether participation is higher in states other than the host state; and whether participation is higher in larger cities. A case study approach was used with data for the Mid-South Educational Research Association, whose member states include Alabama, Arkansas, Kentucky, Louisiana, Mississippi, and Tennessee. Computer files of the annual meetings "Proceedings" for 1984-1991 and annual meeting programs and Secretary-Treasurer records were used. Data include the actual numbers of participants, papers accepted, and registrants. The percentage of change in numbers of participants was calculated. Participation increased in states hosting the annual meeting. Participation was higher in the host state when compared with average participation from that state in the other states. While the participation level did not remain as high in subsequent years, it was higher after hosting than in years prior to hosting. While larger cities have more attractions to encourage member participation, there was no direct correspondence between host community size and participation level. Seven figures and two tables are included. (RLC)

ED 353 340 TM 019 406

Jarrell, Michele Glankler
A Comparison of Two Procedures, the Mahalanobis Distance and the Andrews-Pregibon Statistic, for Identifying Multivariate Outliers.
PUB DATE- Nov 92
NOTE- 27p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Knoxville, TN, November 11-13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Computer Simulation; Error of Measurement; Mathematical Models; *Multivariate Analysis; Research Problems
IDENTIFIERS- *Andrews Pregibon Statistic; *Mahalanobis Distance Function; Outliers; Repeated Measures Design; Standard Deviation

This repeated measures factorial design study compared the results of two procedures for identifying multivariate outliers under varying conditions, the Mahalanobis distance and the Andrews-Pregibon statistic. Results were analyzed for the total number of outliers identified and number of false outliers

DESCRIPTORS- Academic Achievement; *Compensatory Education; Course Content; *Economically Disadvantaged; Educational Assessment; *Educational Policy; Educational Quality; Elementary Secondary Education; Federal Legislation; *Federal Programs; Grants; *Measurement Techniques; Outcomes of Education; Policy Formation; *Program Evaluation; School Districts

IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; Hawkins Stafford Act 1988

This paper presents arguments for changing a portion of current federal policy for evaluating Chapter 1 grants to Local Education Agencies (LEAs). Chapter 1, part of the federal Elementary Secondary Education Act (ESEA), provides funds to schools and districts to improve education for economically disadvantaged students. The paper advocates that multiple measures and some local selection of appropriate measures of program quality be used in addition to appropriate achievement outcome measures to determine which programs need school improvement. In addition, alternatives to norm-referenced standardized tests should be permitted as achievement outcome measures. In making the argument for these changes, the paper reviews norm-referenced tests, types of achievement performance missing from current tests, subject matter content missing from current tests, what the new performance assessments are, details of the current policy for program evaluation, and the LEAs' response to these provisions. Later sections argue that this is a good time to rethink evaluation requirements, that the current policy is less effective, and that performance assessments should be available for use in Chapter 1 programs. A final section discusses how to balance a program-specific array of instruments for evaluation. Included is a 12-item bibliography. (JB)

year in the last 3 years; a finding not much different than other faculty populations, yet still slightly under national averages. Positive correlates of scholarly performance by pharmacy faculty were shown to be time spent in research and in collaboration with colleagues. However, department chair support, college resource support factors, and to a lesser extent, demographic characteristics and prior research experience and orientation seemed to be of less influence on scholarly work. Overall, the study concluded that the profile of a typical scholar in pharmacy is of an individual who spends substantial time on research (as high as 40 percent), contacts others about research both outside and within his/her college, receives personnel support, is tenured and experienced, works in a pharmacy college located in an academic health center, and has a chairperson supportive of scholarly activities. (Contains 38 references.) (GLR)

ED 352 917 HE 026 117

Parsons, Michael D.
Power and Politics in the Higher Education Policy Arena. ASHE Annual Meeting Paper.
PUB DATE- Oct 92
NOTE- 55p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Minneapolis, MN, October 29-November 3, 1992).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Decision Making; *Educational Legislation; Educational Planning; *Educational Policy; Higher Education; Informal Organization; Interpersonal Communication; *Organizations (Groups); *Policy Formation; *Political Power; *Politics of Education; Postsecondary Education; Power Structure; Sociology; Student Financial Aid
IDENTIFIERS- *ASHE Annual Meeting; Congress

The purpose of this paper, the initial report of an ongoing study, is threefold. One is to present and demonstrate the use of the sociology of translation as a methodological framework for the study of power within the higher education policy arena. The second is to define the boundaries and shape of that arena, and the third is to define the meaning of power within this context. The paper notes that the nation's Executive branch has forfeited its role as a policy participant and become a policy barrier, leaving Congress to look for an intersection of policy interests that can be negotiated or forced past the Executive. Through an examination of the student financial aid reauthorization process, the paper reveals the importance of knowledge, communications, coalition building, and grounding policy proposals in the history and culture of the policy arena. The social relationships that foster the exchange and interaction between the Congress and the associations it deals with in policymaking constitute a communication community. The power of this type of community is the product of a common language, cooperative activities, mutual needs, shared history and values, and widely understood signs and symbols. (Contains over 170 references.) (GLR)

ED 352 918 HE 026 118

Bess, James L.
Hidden Educators and the Seduction of College Students: Higher Education's Competitive Disadvantage. ASHE Annual Meeting Paper.

comparative cost of these distance courses and the traditional seminar format; and technical preparation for the use of UWIDITE. A recounting of some of the experiences of the CLAC with distance education courses concludes the paper. (ALF)

ED 352 935 IR 015 876

Computer Pilot: Learning 100 On-Line System, 1991-92.
PUB DATE- 92
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; Attendance Patterns; *Computer Assisted Instruction; *Courseware; English (Second Language); English Instruction; Formative Evaluation; High Schools; High School Students; Instructional Effectiveness; Junior High Schools; Junior High School Students; *Literacy; *Pilot Projects; Pretests Posttests; *Remedial Reading; Special Education
IDENTIFIERS- *Integrated Learning Systems

During the spring 1992 term, James Monroe High School piloted Learning 100 On-Line, a remedial reading/literacy computer program developed by Educational Developmental Laboratories, Inc. The program, which was developed for junior high and high school students and adults reading at or below grade level, was implemented in two English-as-a-Second-Language, three Special Education, and four English classes. It is noted that Learning 100 On-Line is an integrated instruction and management system that diagnoses, prescribes, instructs, provides practice and reinforcement in, and evaluates mastery of reading, writing, vocabulary, and language competencies. It is noted further that it provides a multisensory, individualized approach which is designed to accommodate a variety of learning styles and educational backgrounds. An evaluation of the impact of the program on student attendance and academic achievement found the pilot to be successful on several levels. Several specific recommendations for schools that may wish to purchase the program are included. This report is presented in four sections: (1) Introduction--program background, evaluation methodology and scope of the report; (2) Program Implementation--use of the system, perceptions of the system and its strengths and weaknesses; (3) Student Outcomes--reading performance and attendance; and (4) Conclusions and Recommendations. Two tables present summaries of students' pre- and posttest scores on the reading comprehension subtest and spring 1992 percentage of attendance by group and gender. (ALF)

ED 352 936 IR 015 879

Metallinos, Nikos
Cognitive Factors in the Study of Visual Images: Moving Image Recognition Standards.
PUB DATE- Oct 92
NOTE- 41p.; Paper presented to the Annual Conference of the International Visual Literacy Association (Pittsburgh, PA, September 30-October 4, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Critical Viewing; Educational Television;

This article examines distance learning from a gender perspective. In any new area of enterprise, expectations have an important effect on planning, implementation, and evaluation. When it comes to distance learning, a variety of images of what this exciting new technology will look like and what it can empower us to achieve will determine how we develop it. In a study about technological experts' expectations and desires for their own technologies, the fantasies articulated by women and men are different in important and predictable ways. Women wish for small, appealing objects that allow them to collaborate, to create, to share their work, and to integrate their work and home lives. Men wish for magic wands that give them enormous power, fabulous speed, and infinite wisdom. This culturally sanctioned difference in technological expectations has real implications for the future of distance learning. Both perspectives are needed if distance-learning technology is to be successfully integrated into our school system. (Contains 6 endnotes.) (Author)

ED 352 954 IR 015 902

Demiray, Ugur
Some Characteristics of the First Senior Students of the Anadolu University Open Education Faculty in 1985-86 Educational Year. (Turkish Case.) Educational Research Publications No. 010.
PUB DATE- 88
NOTE- 29p.; Paper presented at the World Bank and Turkish Education Ministry Seminar on Economic Aspects of Education (Adana, Turkey, October 1988). For a related report, see IR 015 898. In: Indian Journal of Distance Education, volume 4, p83-91. India, 1991.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Administration Education; *Distance Education; Educational Research; *Financial Support; Foreign Countries; Higher Education; *Nontraditional Students; *Open Education; Parent Background; Questionnaires; *School Demography; *Student Characteristics
IDENTIFIERS- Anadolu University (Turkey); Student Surveys

A survey of the 9,949 senior students in the business administration and economics programs of the Open Education Faculty (distance education) was conducted during the 1985-86 school year to obtain information on their social and socioeconomic characteristics. Usable responses were received from 8,382 students. The questionnaire sought information on the geographic regions where the students live as well as their sex, age, marital status, quality of the places where they live, whether they work outside the university, and their financial resources. It was found that 15% of the Open Education Faculty students are more than 25 years old, 59% work at a job, 13% are married, 35% are financially supported by their families, approximately 30% live in towns and villages, 29% are females, 71% are males, and 60% are enrolled in the economics program and 40% in business administration. Three tables highlight findings on the educational level of the students' mothers and fathers; their parents' monthly income; and the period of time the students spend working and studying. Thirteen of the 14 references are in Turkish. (ALF)

ED 352 955 IR 015 925

Education-Community-Business Partnerships. The ERIC Review.

varieties of physical format, and the short life of the reading devices. It is suggested that, since the machines to read specific types of tapes and disks become unavailable even before the materials themselves deteriorate, digital preservation depends upon copying rather than the survival of the physical media. New media formats are then discussed both as a problem and as a solution, and the types of formats available in digital form are considered, including audio, video, images of pages, gray scale or color images, text, and numerical data. How to do conversion is then addressed, and issues involved in maintaining computer-based archives are considered. Problems posed by copyright rules are discussed, and four steps that can be taken by librarians and archivists to deal with preservation in the new technological context are suggested. The economic implications of digital preservation efforts are discussed, and the report concludes with a message for librarians in the digital world--(1) preservation means copying and this must be budgeted as a cost; (2) much technical knowledge is involved so cooperation is important; (3) coordinated computer-based archives should be developed, research conducted on conversion technology, and standards developed; and (4) librarians should coordinate with others having the same problems and looking for the same solutions. A list of computer-based archives currently in operation is appended. (ALF)

ED 352 974 IR 054 324

Obringer, Dave
Results of a Survey of Indiana State Document Depositories.
PUB DATE- 89
NOTE- 13p.; This survey was made possible by a grant from Indiana
 University Library Association.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test,
 Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Access to Information; *Depository Libraries;
 *Government Publications; Interlibrary Loans; Library
 Acquisition; Library Collection Development; *Library Surveys;
 Questionnaires; State Agencies; State Legislation; State
 Libraries; *State Programs
IDENTIFIERS- *Indiana

A survey of the 13 Indiana state depository libraries was conducted in 1989 to determine the state of the state documents in these libraries, which had not been done since 1969. Indiana passed a law in 1973 to establish the Indiana State Document Depository System. All except one responded to a questionnaire which covered access, maintenance, interlibrary loan, personnel, and acquisition. The study, which is intended to provide a starting point for further discussion, found that: (1) there is no uniform level of attention given to documents at the depository libraries; (2) some state agencies are not committed to the depository system and must be solicited directly for materials; (3) the number of documents sent to the state library has dropped from the originally mandated 50-75 to 25, which leaves no margin for claims or requests from non-depository libraries; and (4) depository libraries do very little to promote their state document collections. It was concluded that there is a desperate need for a patron study, responsibility for which clearly falls to the depository libraries. With the added voice of potential users, libraries would have increased leverage in building valuable state information centers. A copy of the questionnaire is appended.

volume of production; recommends that the Secretary of State make known the national policy; and directs the Librarian of Congress, the Archivist of the United States, and others to monitor progress in implementing the national policy. The publication includes statements in support of the legislation from James H. Billington, the Librarian of Congress; Representative Pat Williams; Lawrence Hughes, the Association of American Publishers; and Don W. Wilson, the Archivist of the United States. Extensive appendices include the following: (1) responses from the Archivist to questions raised by the subcommittee about computer applications needed or in place at the National Archives; (2) the text of an instructional guide on managing electronic records; (3) information about the Library of Congress's Machine-Readable Collections Reading Room (MRCRR) and a copy of the first year, pilot program report of the accomplishments of the MRCRR; (4) information from the Association of Research Libraries on the use of alkaline paper and paper preservation; (5) comments from the Government Printing Office (GPO) on the legislation and a copy of the GPO's plan for use of alkaline paper, which includes statistics about paper production and comparative costs of acid and alkaline papers; and (6) statements about the proposed legislation from the New York Public Library, the American Library Association, and other interested parties. (KRN)

ED 352 993 IR 054 348

Rayward, W. Boyd, Ed.
Confronting the Future: University Libraries in the Next Decade. Proceedings of a Conference at The University of New South Wales (Kensington, New South Wales, Australia, June 12, 1992).
PUB DATE- 92
NOTE- 105p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Academic Libraries; *Change Strategies; *Financial Support; Foreign Countries; *Futures (of Society); Higher Education; Information Systems; *Information Technology; *Library Administration; Library Expenditures; Library Networks; Policy; Scholarly Journals; Telecommunications
IDENTIFIERS- Australia; Electronic Libraries; *TAFE (Australia)

The conference that generated these papers focused on the range of issues presently facing university libraries. Because there is no general consensus on the nature or importance of the most substantive problems or the solutions to those problems, the conference was designed to encourage discussion of the issues. An analysis of a series of recent government reports on aspects of higher education, which was made available to all speakers and participants, provided a special context for the conference. This publication includes two background papers, a keynote address, and six additional papers: (1) Background Paper: "Confronting the Future: University Libraries in the Next Decade--An Outline of Some Issues (Christine Henderson and W. Boyd Rayward); (2) Background Paper: "Commonwealth Government Policy and Reports on Higher Education: An Overview for Libraries" (Stephen Oakshott); (3) Keynote Address: "Print, Automated, Electronic: University Libraries in the Next Decade" (Michael Buckland); (4) "Challenges Confronting University Libraries and Strategies for Response" (K. R. McKinnon); (5) "Funding of Higher Education: Issues for Libraries" (George Zuber); (6) "Libraries in Education for the 21st Century: Intersectoral Relationships" (Gregor Ramsey); (7) "Shifting the Paradigm: Successfully Managing University Libraries" (Robert

ED 353 011 JC 930 039

Prince George's Community College Annual Assessment Report.
PUB DATE- Nov 92
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; College Transfer Students; Community Colleges; Enrollment; Graduate Surveys; *Minority Groups; *Outcomes of Education; Participant Satisfaction; Program Descriptions; Program Evaluation; Remedial Programs; School Holding Power; Self Evaluation (Groups); Two Year Colleges; *Two Year College Students; Vocational Followup
IDENTIFIERS- *Prince Georges Community College MD

Prepared in response to guidelines established by the Maryland Higher Education Commission, this two-part report presents data on student learning outcomes and minority student achievement at Prince George's Community College (PGCC) in Largo, Maryland. Part 1 focuses primarily on fall 1991 entrants but includes longitudinal data where applicable. It provides information on: (1) course pass rates; (2) grade point averages (GPA's); (3) student retention; (4) student achievement after 4 years; (5) an update on fall 1990 entrants, including attendance and credit hours earned; (6) a review of PGCC's student outcomes typology; (7) transfer volume, destinations, and rates; (8) student performance at transfer institutions; (9) student satisfaction with transfer preparation; (10) graduate employment rates; (11) program impact on career advancement; (12) employer evaluations of PGCC graduates; (13) licensure examination performance; (14) graduates self-reported ratings of general education courses; (15) fall 1991 entrants remedial needs in reading, English, and mathematics, and numbers of students taking remedial courses; (16) student evaluations of teaching; and (17) results of external evaluations. Part 2 reviews minority student enrollment trends from 1987 through 1992, tracing fall-to-spring retention rates by ethnicity for 1990-91 and 1991-92 first-time students; transfer and graduation rates after 4 years for full-time 1987 entrants; minority student achievement projections for 1995; minority enrollment in specific remedial and preparatory programs; and minority student use of retention, support, and vocational services, as well as the tutoring center, writing center, and other special programs. Data tables are included. (PAA)

ED 353 012 JC 930 041

Economic Impact Study, 1992.
PUB DATE- Nov 92
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Community Colleges; Cost Effectiveness; *Economic Development; *Economic Impact; Economic Research; *Educational Economics; *Expenditures; Models; *School Community Relationship; Two Year Colleges
IDENTIFIERS- *Oakland Community College MI

In an effort to determine the economic benefits that Oakland Community College (OCC) in Michigan had on the local economy of Oakland County and on the state during fiscal year 1991-92, an economic impact study was conducted. The study utilized an

Renewal: Sources and Information," by Diane Hirshberg. (PAA)

ED 353 028 JC 930 063

Kangas, Jon
San Jose City College: Persistence of New College Students from English 321, 322 and 330 through Transfer Level English (1A), Fall 1988-Spring 1992. Research Reports #259, #263, and #293.
PUB DATE- 92
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; *College English; Community Colleges; English Instruction; *Minority Groups; Persistence; Tables (Data); Transfer Students; Two Year Colleges; Two Year College Students; Withdrawal (Education)
IDENTIFIERS- San Jose City College CA

Three studies were conducted at San Jose City College, in San Jose, California, to measure the persistence of new college students enrolled in entry-level English courses (i.e., English 321, English 322, and English 330) in fall 1988. Specifically, the studies examined students' persistence from their initial English course through Transfer Level English (TLE) during the four academic years from fall 1988 through spring 1992. In fall 1988, 38 new students were enrolled in English 321, 94 in English 322, and 96 in English 330. Findings from tracking these students included the following: (1) in English 321, 13% of the original fall 1998 group persisted through TLE; (2) for the same group, only 1 male out of 15 persisted through TLE, while only 4 of 23 females did; (3) in English 322, 20% of the 94 new students progressed through TLE, while 69% achieved competency in the course; (4) for the same group, Whites had the highest persistence rate at 38%, while Blacks had the lowest rates at 15%; (5) of the students who entered into English 330, 21% progressed through TLE by spring 1992; (6) 33% of White females and 31% of Black males in this group persisted, while no White males and no Black females did; (7) in English 330, Whites had the highest persistence rate (33%), while Hispanics had the lowest (17%); and (8) for all of the groups, the findings showed that the college is not meeting its goals in terms of transferring more underprepared students and protected ethnic groups. (MAB)

ED 353 029 JC 930 064

Kangas, Jon
Evergreen Valley College: Persistence of New College Students from English 321, 322 and 330 through Transfer Level English (1A), Fall 1988-Spring 1992. Research Reports #257, #258, and #292.
PUB DATE- 92
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; *College English; *College Freshmen; Community Colleges; Comparative Analysis; English Instruction; *Minority Groups; School Holding Power; Student Behavior; *Student Characteristics; Transfer Students; Two Year Colleges; *Two Year College Students; Withdrawal (Education)
IDENTIFIERS- Evergreen Valley College CA

Three studies were conducted at Evergreen Valley College, in San Jose, California, to measure the persistence of new college addictive families, or families in which an addiction problems exists; and (3) ways of breaking down difficult family role patterns. The module consists of five lectures which include reading materials, charts, and activities for individuals or groups. Lecture 1 describes characteristics and problems of foster children in whose birth family chemical dependency was a problem. Lecture 2 examines family roles in addictive families. Ways of working with the "inner child" of a child raised in an addictive family are recommended in lecture 3. Lecture 4 describes ways of breaking down the maladaptive roles assumed by members of addictive families. In lecture 5, ways for child care workers and foster parents to care for their own needs when they work with children from addictive families are suggested. A form for evaluating the module is appended. (BC)

ED 353 047 PS 020 822

Lijadu, M. O.
Family and Community Education: A Nigerian Perspective.
PUB DATE- Aug 92
NOTE- 8p.; Paper presented at the World Congress of the Organisation Mondiale pour l'Education Prescholaire, World Organization for Early Childhood Education (20th, Flagstaff, AZ, August 2-7, 1992).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Child Development; *Cultural Context; Early Childhood Education; Educational Methods; Extended Family; *Family (Sociological Unit); Foreign Countries; Mothers; Socialization; *Story Telling; *Values
IDENTIFIERS- *Africa; *Nigeria

Development and learning are synonymous in traditional African education and are embedded in the cultural and educational values of African people. The community, extended family, and a strong family life with children as top priority, play important roles in traditional education. Family education based on the people's culture and traditions, with the mothers as the teachers and primary carriers of culture, is common among African nations. Story telling is used for building character and to transmit knowledge and cultural values. These stories, folklore, and songs are regarded as the unwritten syllabus of traditional education. In rural areas, nature provides children with learning experiences and helps prepare them for adult life. An appeal to continue embracing the values of traditional education and story telling, and to blend them with technological advancements, is made to Nigerian women. (SM)

ED 353 048 PS 020 840

Frangos, Christos
A European Teaching Model: From Vygotsky to Socrates via Piaget.
PUB DATE- 87
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Deduction; *Elementary School Students; Elementary Secondary Education; Foreign Countries; Instructional Innovation; *Learning Processes; Mastery Learning; *Secondary School Students; *Teaching Methods; *Teaching Models
IDENTIFIERS- *Europe; Piaget (Jean); *Socratic Method; Vygotsky

numbered and which correspond to a set of materials preassembled by the teacher and directly accessible to the children. For each subject, students keep personal interactive journals which contain written and illustrated work for the whole year. Through these methods, teachers at the Princeton Montessori School demonstrate that they have understood the basic message of Montessori and imbedded that message in a culturally sensitive and appropriate form of schooling. (MM)

ED 353 067 PS 021 037

Hewes, Dorothy W.
Pestalozzi: Foster Father of Early Childhood Education.
PUB DATE- 12 Nov 92
NOTE- 25p.; Paper presented at the National Association for the Education of Young Children History Seminar (New Orleans, LA, November 12, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Early Childhood Education; *Educational History; *Educational Philosophy; Educational Theories; *Kindergarten; *Locus of Control; Progressive Education; *Teacher Student Relationship
IDENTIFIERS- *Froebel (Friedrich); *Pestalozzi (Johann Heinrich)

In tracing the spread of the educational philosophy of Johann Heinrich Pestalozzi, it is useful to understand educators' emphasis on an internal or external locus of control. Pestalozzi was an individual with an internal locus of control, and this trait was reflected in his educational philosophy of self-learning and free investigation. However, educators who used Pestalozzi's system of education were individuals with both types of locus of control. Thus, although some systems based on Pestalozzi's ideas, such as Robert Owen's Utopian society, stressed internal control, most 19th century schools in the United States stressed external control and were authoritarian in their approach. In the middle of the 19th century, Friedrich Froebel's concept of the kindergarten, which incorporated ideas of Pestalozzi, was introduced from Germany into the United States, where Elizabeth Peabody adapted it into a teacher-directed system stressing external control. In contrast to Peabody and her followers, other educators brought to the American kindergarten movement a more authentic form of Pestalozzi's ideas that stressed internal control. By the end of the century, kindergarten advocates had been divided into groups with differing philosophies and kindergarten had lost its identification with Froebelian ideas. The methods of Pestalozzi and Froebel did not die out, however. They were incorporated into the Child Study Movement and the Progressive Education practices of John Dewey, and underlie current emphases on developmentally appropriate practice. (MM)

ED 353 068 PS 021 038

Hutchens, Teresa A.; And Others
The Stability of I. Q. in Preschool Years: A Review.
PUB DATE- Apr 91
NOTE- 23p.; Paper presented at the Meeting of the American Association for Counseling and Development (Reno, NV, April 21-24, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches,

The National Institute of Child Health and Human Development (NICHD) Study of Early Child Care: A Comprehensive Longitudinal Study of Young Children's Lives.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
PUB DATE- Jun 92
NOTE- 20p.; Paper is based on presentation by Sarah L. Friedman at the International Conference on Child Day Care Health (Atlanta, GA, June 15-17, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Development; *Day Care; Early Childhood Education; *Infants; *Longitudinal Studies; Mothers; Nuclear Family; One Parent Family; *Research Design; Research Methodology; *Toddlers

This paper presents an overview of a 3-year longitudinal study conducted by the National Institute of Child Health and Human Development (NICHD). The purpose of the study is to examine the concurrent, long-term, and cumulative influences of variations in early child care experiences on the cognitive, linguistic, social, emotional, and physical development of infants and toddlers. More than 1,300 full-term healthy infants and their families from 10 sites in various regions of the United States are included in the study, which began recruiting subjects in 1991 and will end data collection in 1995. Subjects are from urban and rural settings, and include minorities as well as members of single-parent and two-parent families. The NICHD study is expected to provide important empirical information that will be useful in the process of advocacy for chid care and the formulation of policy regarding child care. (MDM)

ED 353 088 PS 021 114

Raising Responsible Americans: Three Challenges to the Nation: A Declaration by the Caucus on the Needs of the Youngest Americans.
PUB DATE- 23 Jan 93
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Agency Cooperation; Citizenship; *Citizenship Responsibility; *Day Care; Early Childhood Education; Family Programs; Federal Government; Government School Relationship; Policy Formation; Primary Education; Public Agencies; Public Policy; Public Schools; *Young Children
IDENTIFIERS- Developmentally Appropriate Programs; *National Policy

This declaration by the Caucus on the Needs of the Youngest Americans discusses ways in which the federal government can meet the needs of young children and their families. The declaration calls for the federal government to insure that all services for children and families are coordinated and comprehensive; insure that every young child receives high quality care regardless of setting; and help public schools respond more appropriately and effectively to the real needs of young children and their families. Discussion of each of these challenges includes recommendations for action by President Clinton and the 103rd Congress. The representatives of 23 organizations who signed the declaration are listed. (BB)

ED 353 089 PS 021 131

Students; Identification; *Incidence; *Information Needs;
Migrant Children; *Migrant Education; *Special Education; State
Government; State Programs; Student Recruitment

This brief aims to alert educators to the special education needs of migrant children with disabilities. In 1991, the Migrant Student Record Transfer System (MSRTS) identified 711,696 migrant children, ages 0-21. The "at-risk" characteristics of the migrant family's health, working, and living conditions suggest that a representative number of migrant children should be served by special education programs around the country. However, several studies from 1979-90 have consistently shown that disabled migrant children are underidentified for special education services. Questions about the incidence of disabilities among migrant students are confounded by lack of basic information about migrant workers and migrant students. Only 17 state databases use migrant as an identifier. In the MSRTS, the proportion of migrant children reported as disabled rose from less than 1% in 1980-81 to 5.4% in 1989-90, compared to a 10-12% incidence figure for the nation. Recommendations are offered for identifying the special education needs of migrant students, promoting interstate and intrastate communication to ensure continuity of services, addressing the educational needs of disabled migrant students, dropout prevention, parent involvement, and meeting the health needs of migrant students. The drawbacks of categorization and "pullout" programs for at-risk students are discussed. (SV)

ED 353 108 RC 018 922

Lewis, Anne C.
Rural Schools on the Road to Reform. EdTalk Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Educational Cooperation; Educational Development; *Educational Improvement; Elementary Secondary Education; *Improvement Programs; Research and Development; *Rural Education; *Rural Schools; *Small Schools; Staff Development
IDENTIFIERS- *Regional Educational Laboratories

In 1987, Congress directed each of the regional educational laboratories to develop a "rural initiative." Beginning in 1991, the U.S. Department of Education directed that the laboratories devote 25% of their effort to helping rural schools by fostering innovative rural education programs that promise to improve instruction, and by building the capacity of state and local educators to respond to the changing needs of rural students and communities. This report, with brief summaries of each Laboratory's activities, focuses on rural-school improvement activities supported by the laboratories. These activities are aimed at making rural educators more visible to each other and to policymakers; fostering collaboration among educators, state agencies, and businesses; using research and development information; encouraging community involvement and linking education to local economic development; expanding and improving inservice teacher education and staff development; extending the curriculum; increasing school and library resources through networking; expanding student support and parent involvement; and providing training in distance education and other technologies. This computer education in secondary education; (2) include more units on computer education in teacher preparation; (3) develop textbooks using local content; (4) revise the salary of mathematics and science teachers to retain teachers; (5) train school administrators in non-teacher use of computers; (6) increase the importance of computer education in form 6 mathematics; and (7) conduct a survey of schools currently offering computer education to identify problems. (MDH)

ED 353 126 SE 052 888

Nagarkatte, Umesh P.; Nagarkatte, Shailaja U.
Use of IBM LinkWay for Developing Tutorials.
PUB DATE- Nov 91
NOTE- 12p.; Paper presented at the Annual Conference of the American Mathematical Association of Two Year Colleges (17th, Seattle, WA, November 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Computer Assisted Instruction; Courseware; Elementary Education; *Hypermedia; *Individual Instruction; Instructional Materials; *Material Development; Mathematics Education; Mathematics Instruction; Postsecondary Education; *Teacher Developed Materials; *Tutorial Programs; Workshops
IDENTIFIERS- *IBM LinkWay

IBM LinkWay is an example of a hypertext and hypermedia authoring system. This paper summarizes a workshop presentation that demonstrates how to create a mathematics tutorial using LinkWay. An introduction discusses the guidelines for the tutorial. The guidelines consider the presentation of questions, help features for the students, feedback, reference location for students, and other pedagogical aspects of the tutorial. The following section defines terminology related to hypertext and hypermedia. The remainder of the paper guides the reader through the development of the fifth question of a five-question tutorial. The multiple choice question is presented together with potential feedback information and hints for the different responses. The reader is then taken through the following steps to prepare the question for the tutorial: (1) starting up of LinkWay; (2) creating of a new folder; (3) creating related pictures; (4) creating action spot buttons; (5) creating pages and typing responses; (6) cutting, pasting, and editing an object; and (7) finishing the tutorial. (MDH)

ED 353 127 SE 052 970

Koretz, Daniel
Evaluating and Validating Indicators of Mathematics and Science Education. A RAND Note.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 92
NOTE- 54p.; For related document, see SE 053 053.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Construct Validity; Data Analysis; Data Collection; Elementary Secondary Education; *Evaluation Criteria; Evaluation Methods; Evaluation Needs; *Evaluation Problems; *Mathematics Education; Measurement; National Norms; National Surveys; *Reliability; *Science Education

state policy has on local curriculum reform efforts, implications for various groups participating in the implementation of the policy, and specific findings and recommendations of the evaluation. A total of 44 findings were reported according to their contribution to attaining the eight goals of the Comprehensive Plan. The goals were: (1) to strengthen the K-12 curricula with an emphasis on student learning that prepares them to succeed in a technologically oriented society; (2) to make mathematics, science, and computer education more exciting by providing incentives to restructure schools and school systems; (3) to increase the use of instructional technology; (4) to increase the number of qualified teachers in these fields; (5) to increase opportunities for minority, female, at-risk, disabled, and gifted students to pursue programs and careers in mathematics, science, and computer fields; (6) to make measurable improvements by 1999; (7) to re-examine and adjust the statewide testing program to support the goals of the Comprehensive Plan; and (8) to expand the productive collaboration of educators with parents, community resources, business, and industry. A list of 12 recommendations resulting from the study is provided. (Contains 20 references.) (MDH)

ED 353 143   SE 053 116

Renne, Christine G.
Elementary School Teachers' Views of Knowledge Pertaining to Mathematics.
PUB DATE- Apr 92
NOTE- 35p.; Paper presented at the Annual Meeting of the American Research Association (San Francisco, CA, April 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; Beliefs; Cognitive Measurement; *Cognitive Structures; Cognitive Style; Elementary Education; *Elementary School Teachers; *Epistemology; Mathematics; Mathematics Education; *Mathematics Instruction; Qualitative Research; *Teacher Attitudes
IDENTIFIERS- Perry Scheme of Intellectual Ethical Development

The facets of teachers' views of mathematics include their personal views, how they view mathematics for their students, how they view the mathematics curriculum, and how they view mathematics teaching. This paper reports a pilot study to examine how elementary school teachers view mathematics both personally and for their students. A coding scheme was utilized to identify 22 elementary school teachers' views of knowledge about mathematics and purpose of schooling. When put into a matrix, the intersection of the views of knowledge and the purpose of schooling created four categories that defined a teacher type: Conveyor, Organizer, Allower, and Facilitator. Of the 22 teachers, 5 representing each of the categories and a diversity of grade levels were chosen to be interviewed. Profiles developed from the interviews are presented for each of the five teachers. Findings indicated that 13 out of the 22 teachers were classified as conveyors. Consistency was found for four out of the five teachers in how the teachers viewed mathematics, what they stated students should know, and their placement within the coding scheme. Although elementary school teachers' views of knowledge of mathematics are reflected in what they believe is important for their students to learn, the relationship between those views and what is taught is not always clear. (Contains 26 references.) (MDH)

PUB DATE- 92
NOTE- 169p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Demonstration Programs; Elementary School Mathematics; Elementary Secondary Education; Experimental Programs; Federal Programs; Higher Education; Inservice Teacher Education; Mathematics Education; *Mathematics Instruction; *Professional Development; *Program Descriptions; Science Education; *Science Instruction; Secondary School Mathematics; *State Programs
IDENTIFIERS- *Eisenhower Math and Science Educ Program

The Dwight D. Eisenhower Mathematics and Science Education Program of the U.S. Department of Education Program was designed to provide funding to improve the skills of teachers and the quality of instruction in science and mathematics in the nation's public and private elementary and secondary schools. This report contains listings of 142 model projects solicited from each state in the nation that are funded by the Eisenhower program. Each state was asked to provide one example of a model project by each of the three state program components: (1) state leadership activities; (2) local education funds; and (3) higher education grants. The purpose is to provide state and local program administrators, agency officials, policy makers and teachers with an overview of professional activities supported by the Eisenhower program. An introduction provides an overview of the program, describes to whom and for what type of activities funds are available, and discusses the need for model programs in professional development and inservice education. The programs are listed alphabetically by state and include the following information for each program: agency level; program name; grade levels; sponsoring agency; contact person; telephone number; purpose of program; funding scheme; number of participants; program description; major activities; and program continuation or replication. Indexes locate programs identified as: (1) gifted and talented programs; (2) disability-related programs; (3) mathematics programs; (3) mathematics and science programs; (4) rural programs; (5) science programs; (6) student programs; (7) teacher programs; (8) technology programs; and (9) urban programs. (MDH)

ED 353 159 SO 021 182

Roberts, Brian A.
Doubt in Aesthetic Education as a Complete Rationale for School Music: A Sociological Perspective.
PUB DATE- 89
NOTE- 19p.; An earlier version of this paper was presented in German to the Annual Symposium of the Internationale Gesellshaft fur Polyasthetische Erzienhung (8th, Austria, 1989).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aesthetic Education; Curriculum Development; Educational Change; Educational History; *Educational Philosophy; *Educational Sociology; Elementary Secondary Education; *Music Education; Sociology

Music educators for too long have relied upon "aesthetic education" as the sole rationale for including music in the educational activities is proper. The main conclusion of the report lies in the assertion of the need for global and local strategies that make it possible to coordinate the different actions of the public authorities and secure the commitment of the whole community. (DB)

ED 353 181 SO 022 332

Lynn, Karen
Teacher Use of Primary and Secondary Philosophical Thought to Motivate and Enlighten Peers and Students.
PUB DATE- 92
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; Social Studies; *Teaching Methods
IDENTIFIERS- *Quotations

This document is a collection of quotations that have been used by the instructor to motivate audiences and stimulate discussion. It is suggested that classroom teachers might find these quotations useful. The quotations are organized into the following categories: Africa, Apache, Arabian proverb, Bible, China, economics, history, political science, research, and sociology. (DB)

ED 353 182 SO 022 349

Franklin, Cindy A.
Behavior Contracts and Computer Based Data Management: Can They Effect Improvements in an After School Music Program?
PUB DATE- Jul 91
NOTE- 123p.; Master of Science Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Behavior Change; *Behavior Modification; *Computer Uses in Education; Contracts; Databases; Discipline; Elementary Education; Elementary School Students; Extracurricular Activities; Motivation Techniques; Music Activities; *Music Education; Parent Participation; Reinforcement; *Student Behavior

The behavior and rehearsal habits of elementary level instrumental music students were addressed by the implementation of a behavior contract and computer managed recordkeeping system. A contract was developed following the principles of the "Assertive Discipline" system. Rewards and incentives were used to reinforce positive student behavior. These rewards included but were not limited to computer generated positive notes and a band point system enabling students to earn points in order to obtain awards such as trophies, plaques, and ribbons. In addition to listing student and teacher expectations, the contract outlined parent obligations regarding the prompt payment of music fees. Results proved the contract to be effective in improving student behavior as well as parental fee payment patterns. The drop out rate for band students was greatly improved as a result of the interventions employed. The subjects of parental involvement and computer based record-keeping are also addressed. Steps for organizing, enlisting parental help, and funding an after school music program are also outlined. (Author) making; (16) keeping up with the fashions, fads, and interests of students; (17) praising students to others, such as parents and other teachers; (18) publicizing student successes; (19) bringing history and foreign perspectives into physical education classes; and (20) being professionally responsible. A student's inventory checklist of physical education invitations is provided. (IAH)

ED 353 207 SP 034 009

Wettersten, Jill A.
High School Department Chairs as Instructional Leaders: Four Case Studies.
PUB DATE- Apr 92
NOTE- 78p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Case Studies; Collegiality; Curriculum Development; *Department Heads; High Schools; *Instructional Leadership; Leadership Responsibility; Middle Management; *Role Perception; School Administration; Secondary School Teachers; *Teacher Administrator Relationship
IDENTIFIERS- *Facilitative Environments; *Intermediaries

This paper presents four case studies in which high school department chairs fulfill instructional leadership roles more commonly associated with principals and assistant principals. The study explores specific instructional leadership practices and factors contributing to the establishment and fulfillment of the position; and it determines to what extent the position of department chair is perceived by chairs, principals, teachers, and other administrators and staff to be that of an instructional leader. Data were gathered by shadowing and interviewing department chairs, and by interviewing teachers, administrators, and other chairs in the building. Findings indicate that department chairs are the designated and perceived instructional leaders in their departments: they develop and coordinate curricula within their academic areas; they supervise and evaluate instruction; hire and fire teachers with administrative approval; influence school policy through regular contact with the administration; and excel as facilitators, buffers, conduits, and intermediaries between the administration and the department thereby bridging two different but related bodies in the high school environment. (Contains 37 references.) (LL)

ED 353 208 SP 034 077

Oldendorf, Walter P.
Teacher Renewal and Educational Reform: A Poststructuralist at Home on the Range.
PUB DATE- May 92
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Instruction; *Collegiality; *Educational Change; *Educational Philosophy; Elementary Secondary Education; Higher Education; Personal Narratives; Professional Recognition; Seminars; *Teacher Morale

Education; *History Instruction; Inservice Teacher Education; Library Cooperation; *Retraining; *Teacher Improvement; Teacher Workshops
IDENTIFIERS- *Newberry Library IL

The paper describes Newberry Library's McNickle Center, with its large collection on American Indians. It examines the relationship between the library and college teachers of Native American history. Part 1 discusses the center's history, noting how it raises public awareness of Native American history and provides resources for teachers and students. Part 2 describes the program and how it teaches and reteaches history educators about Native American history. Long-term fellowships bring people to Newberry for extended periods of research and collaboration. The center brings historians together briefly for conferences and workshops. Teacher training involves publicizing fellows' activities and disseminating information from conferences. Part 3 examines reasons for the center's success. For example, Newberry does not grant degrees, it has no departments, it is very small with little hierarchy, it is not in the East, and participants do not come to be trained or tested. All activities occur in the context of a fellowship program that brings Indian people (without the Ph.D.) to the library briefly if they need the collections, thus providing ongoing contact between scholars and Indian people. Part 4 discusses the center's shortcomings. First, the multiple programs for training and retooling teachers appear to compete with one another. Second, there is still a need to develop Indian people with degrees in the field. (SM)

ED 353 227 SP 034 228

Thayer-Bacon, Barbara J.
DOUBTING and BELIEVING: Contraries or Complementaries in Inquiry?
PUB DATE- 92
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Communication Skills; Constructivism (Learning); *Critical Thinking; *Feminism; *Inquiry; Literature Reviews; Philosophy; Thinking Skills; Trust (Psychology)
IDENTIFIERS- *Knowledge Acquisition; *Truth

Traditionally, philosophers have viewed critical thinking as a reasoning tool for guiding and helping people arrive at truth and certainty. Recent feminist theory suggests that critical thinking involves not just doubt but also believing. This paper examines: (1) the traditional views of critical thinking (methodological doubt); and (2) historical views of methdological believing. The paper discusses Peter Elbow's "Methodological Doubting and Believing: Contraries in Inquiry" (Embracing Contraries, 1986) and Belenky et al's procedural knowing (Women's Way of Knowing, 1986). Postmodernists such as Rorty seriously question whether it is possible to arrive at truth or certainty. This analysis suggests it is possible to arrive at trustworthy knowledge through the use of consensus and judgment. It is possible to reach consensus and judgment once there is communication and understanding. Communication and understanding can only occur when an individual has attempted to believe an idea or thought with care and honesty. Once a person has been fair to an idea, then it is possible to use critical thinking (doubting) to help make a judgment about the quality of the idea. Believing alone leads to naive thinking and indoctrination. Doubting alone leads to closemindedness and loss of creativity. Together, they lead to of teaching materials and aids needed to bring about educational computing in order to acquire a sense of ownership of the technology. If the use of computers is to be implemented successfully and to be sustained, teachers have to work out and develop their own sense of meaning in relation to the technology. They have to enjoy the same processes that are experienced by the students they are teaching. In order to build a successful teacher/student relationship, teacher training workshops aim to achieve either the confidence of teachers in using hardware and software relevant to classroom activities or to enable teachers to use the technology in classrooms to aid them as expert practitioners in their own field of knowledge. A number of case studies are evaluated encompassing national strategies, trends, and situations on the use of computers in the Arab world, in Western Europe, and in North America. (Contains 23 references.) (LL)

ED 353 246 SP 034 268

Marshall, Patricia L.
Toward a Theoretical Framework for the Design of Multicultural Education in Teacher Education Programs.
PUB DATE- Nov 92
NOTE- 31p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (72nd, Detroit, MI, November 20, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Development; Educational Research; *Educational Theories; Elementary Secondary Education; Higher Education; *Multicultural Education; Preservice Teacher Education; *Program Design; Program Improvement; Surveys; Teacher Attitudes; *Teacher Education Programs

Teacher education has long been criticized for the absence of a theoretical base. From a multicultural perspective, this dilemma has created an untenable situation because it calls into question the effectiveness of the training teachers receive in this area. This paper consists of a three-part discussion and explores possible foundations for a theoretical framework for multicultural education in teacher education programs. The discussion focuses on: (1) the recent history of multicultural teacher education including perspectives of the National Council for the Accreditation of Teacher Education, the American Association of Colleges for Teacher Education commission, and the National Council for the Social Studies; (2) research literature wherein cognitive developmental theory has been used as a framework for teacher education in general and multicultural education in particular; and (3) ways in which teacher concerns might be merged with research in cognitive development to form a theoretical base for multicultural teacher education. The Multicultural Teaching Concerns Survey, an instrument developed to explore types of concerns teachers have about working in pluralistic school settings, is introduced. (Contains 29 selected references.) (LL)

ED 353 247 SP 034 269

Navaratnam, K. K.
Implementation of VCE: Nature of Change, Professional and Organisational Development.
PUB DATE- 92
NOTE- 21p.

present school year, and state average) and system information (professional educator information and student information organized under five headings: grade level, 2 years prior data, present year, and state average). Using 1988-89 data, eight categories of report card information were considered as follow: (1) county per capita income; (2) average professional salary; (3) expenditures per pupil; (4) average daily membership; (5) percent of students in attendance; (6) percent of oversized classes; (7) percent of students on free or reduced lunches; and (8) percent of professionals on Levels II and III of Tennessee's Career Ladder program. A state composite profile based on 139 districts was compared to report cards of 121 districts constituting the final sample. The relationships between these characteristics and student achievement outcomes were examined, and districts were compared. Analyses indicated that these eight variables do not explain student outcomes. Study results suggest that the report cards fail to reflect much of what accounts for student achievement. There are nine references and 12 tables. Four appendixes provide 26 figures that present supplemental information on linear regression, partial correlation, truncated linear analysis, and polynomial regression analyses. (SLD)

ED 353 266 TM 018 967

Nevo, David; Friedman, Etel
Relevance and Methodological Adequacy: A Study of Evaluation Reports.
PUB DATE- Apr 92
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Compensatory Education; Definitions; Disadvantaged Youth; Educational Assessment; *Educationally Disadvantaged; Elementary Education; Evaluation Criteria; *Evaluation Methods; Evaluators; Foreign Countries; Literature Reviews; *Program Evaluation; *Research Methodology; Research Reports; Special Needs Students; Theory Practice Relationship
IDENTIFIERS- *Evaluation Reports; *Israel; Relevance (Evaluation)

The relationship among various characteristics of evaluation studies and their overall quality was studied using all of the evaluation studies (N=366) conducted in Israel over 30 years on special projects for disadvantaged students at the elementary school level. The following variables were defined to describe each study: (1) evaluation definition; (2) role of the evaluation; (3) object of the evaluation; (4) variables of the evaluation; (5) evaluation criteria; (6) clients and audiences; (7) evaluation process; (8) research methods; (9) types of evaluators; and (10) evaluation standards. The analysis showed that judgmental definitions of evaluation were more common among academic evaluators and in summative evaluations. Descriptive definitions were more often used by practitioners. Surveys and quasi-experimental designs were the most common research methods, and most evaluations were conducted by external evaluators. There was a positive relationship between the methodological adequacy of the evaluation reports and their level of relevance. Results suggest that building on the academic educational research community could be the best approach for program evaluation in Israel. There is a list of environmental variables, while the key methodological variable was development or adoption of adequate measures of outcomes. Six tables present information about the projects, and there is one figure of factors and outcomes. (SLD)

ED 353 286 TM 019 023

Erland, Jan
Cognitive Skills Training Improves Listening and Visual Memory for Academic and Career Success.
PUB DATE- 92
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Brain Hemisphere Functions; Careers; *Cognitive Processes; Elementary Secondary Education; Higher Education; Learning; Listening Skills; *Memory; Multimedia Instruction; Online Systems; *Skill Development; *Thinking Skills; *Training; *Visual Perception
IDENTIFIERS- *Mem ExSpan Accelerative Cognitive Training System

The Mem-ExSpan Accelerative Cognitive Training System (MESACTS) is described as a cognitive skills training program for schools, businesses, and industry. The program achieves extraordinary academic results in reading and mathematics with 1 semester of input 4 days a week for 30 minutes a day. Intensive versions of the program accelerate information processing for individuals aged 10 years to adulthood. The program builds on the manuals, software, and workbooks of other cognitive skills training by adding auditory components to form an interactive multi-media technology. The system teaches left-brain sequencing of complicated information that is essential in mathematics, reading, writing, and critical thinking. When integrated with right-brain pattern detection skills, the system creates a method for rapidly encoding and decoding information. Research studies involving 583 subjects aged 10 years to adulthood demonstrate the effectiveness of the program. The MESACTS is useful in developing the cognitive skills needed for learning achievement. Fourteen references are included. (SLD)

ED 353 287 TM 019 025

Finch, F. L.; Dost, Marcia A.
Toward an Operational Definition of Educational Performance Assessments.
PUB DATE- 92
NOTE- 16p.; Paper presented at the Assessment Conference of the Education Commission of the States/Colorado Department of Educational Assessment (Boulder, CO, June 4, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classification; Comparative Analysis; Constructed Response; *Definitions; *Educational Assessment; Elementary Secondary Education; *Essay Tests; Multiple Choice Tests; *Problem Solving; Simulation; *Student Evaluation; *Test Format
IDENTIFIERS- Alternatives to Standardized Testing; Paper and Pencil Tests; *Performance Based Evaluation

Many state and local entities are developing and using performance assessment programs. Because these initiatives are so diverse, it is very difficult to understand what they are studies. Part 1 revised self-report community assessment measures, developed multi-item scales for each construct, and tested reliabilities and factor structures of the 22-item Community Needs Index (CNI) and the 40-item Community Environment Scale (CES). The CNI and CES were given to 27 members of civic organizations in 2 rural communities. Part 2 used a non-verbal assessment method to assess the same constructs as the self-report measures and added photo observation and photo-assisted interviews. Three measures were used across nine community dimensions (cohesion-concern, rural uniqueness, community pride, intellectual/cultural activities, religious involvement, conflict, outgoingness/involvement, local resources, and openness/expressiveness) to produce a multitrait-multimethod (MTMM) approach to community assessment. The MTMM matrix included data from the CNI, CES, photo observations, and photo-interviews; and used six CES scales. The construct validity of community assessment measures should not be taken for granted. Different methods do not assess the same constructs. Method variance, not substantive variance, may play a large role in the reliable variance captured by a specific trait-method-unit. Overlapping measures can be combined to enhance reliability and reduce irrelevant method effects. One table and three figures are included. (RLC)

ED 353 305   TM 019 369

Stalford, Charles B.
Issues in Validating Effectiveness of School Improvement Programs.
PUB DATE- Apr 92
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Documentation; *Educational Improvement; Effective Schools Research; Elementary Secondary Education; Federal Aid; *Federal Programs; Information Dissemination; Outcomes of Education; Program Development; Program Effectiveness; *Program Validation; *School Districts; Validity
IDENTIFIERS- *National Diffusion Network Programs; Validation Verification and Testing Techniques

This paper argues that the National Diffusion Network (NDN) is a valuable tool for disseminating information about effective school improvement programs (SIPs). It considers why SIPs are not found more frequently in the NDN and what can be done to remedy this situation, from the perspective of the executive secretary of the NDN Program Effectiveness Panel (PEP). A multiplicity of activities occurs in SIPs. The goals of SIPs are quite broad, while those of NDN programs are content or subject-matter specific or relatively focused. Other contextual factors may impede movement toward gaining PEP approval (i.e., time and expense involved in collecting requisite evaluation data, and need to have a school or schools make the application). These traits of SIPs challenge their program sponsors to fully and clearly describe what the intervention is, document claims of significant outcomes that flow from the program, and attribute the observed outcomes to the program itself and rule out competing explanations. The Spencerport (New York) School District obtained PEP validation of a district-wide SIP by having a district-wide leadership team develop a district plan for school improvement based on

Lin, Shang-Ping
Measurement of Ecological Dissonance with Bases of Power.
PUB DATE- Nov 92
NOTE- 25p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Knoxville, TN, November 11-13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; Alienation; Attitude Measures; *College Faculty; Educational Environment; Employee Attitudes; Higher Education; Job Satisfaction; *Organizational Climate; Politics of Education; *Power Structure; Test Construction; Universities; *Vertical Organization; *Work Environment
IDENTIFIERS- *Ecological Dissonance; *Mississippi State University

This study examined a new measure of ecological dissonance (ED), whether different degrees of ED existed within levels of a university's power hierarchy, the relationship between ED and worker morale as a function of administrative power levels, and ED theory. Ninety-four faculty members at Mississippi State University completed the Index of Power Discrepancy, the Index of Worker Morale (Job Satisfaction Index, Work Alienation Scale, and Job Involvement Index), and a demographic data questionnaire. Three regression models predicted job satisfaction, work alienation, and job involvement. A repeated measures analysis of variance on four ED scores tested whether the mean of ED scores did not differ in the four influence systems in the organizational hierarchy. Respondents experiencing ED exhibit alienation, non-high involvement, and job dissatisfaction. Subjects reported a larger discrepancy between preferred and perceived power usage when examining the power use of the provost and college president than when examining that of the department head and dean. Correlations between ED and worker morale are similar for positions most distant from subordinates. The ED measure predicts worker morale best when dealing with superiors who have regular contact and immediate power over faculty members. Faculties perceive more ED in coercive and legitimate powers, but less ED in expert and reward powers when individually comparing the five preferred power styles with the five perceived superior power styles. Three tables are included. (RLC)

ED 353 324 TM 019 388

Ferrell, Charlotte M.
Assessing Teacher Education Students' Propensity toward Academic Misconduct.
PUB DATE- Nov 92
NOTE- 29p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Knoxville, TN, November 11-13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Problems; Cheating; Cluster Analysis; Comparative Testing; *Education Majors; Elementary Secondary Education; Higher Education; Integrity; Likert Scales; Predictor Variables; Preservice Teacher Education; Q Methodology; *Student Attitudes; Student Behavior; Test Use; *Undergraduate Students

identified. Simulated data were limited to three dimensions. Using known population parameters, 1,100 samples of size 150 were computer-generated. Outliers were induced by replacing randomly selected data points in each sample with plus or minus the value of three or six standard deviations (SDs) from the mean. The samples had outliers induced into one dimension, then into two dimensions, and finally, into three dimensions. Each sample was manipulated in terms of the number of dimensions and the extremeness of the outliers. Six outlier samples were produced from each original sample. Analyses of variance were run using the number of false outliers and then the number of total outliers as the dependent variable. Tukey's honestly significant difference was calculated for each of the main effects. Each procedure accounted for less than one percent of the total variability in the model. The degree of outlier extremeness accounted for most of the variability in each case, with the three SD group accounting for more outliers than the six SD group. Other than calculation ease, there is no reason to choose one procedure over the other. Included are 8 tables and 39 references. (RLC)

ED 353 341   TM 019 408

Parker, Wayne D.
Hypnotic Susceptibility and Personality as Measured by the MMPI-2.
PUB DATE- Nov 92
NOTE- 33p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Knoxville, TN, November 11-13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Comparative Testing; Correlation; Higher Education; *Hypnosis; Personality Measures; *Personality Traits; Rating Scales
IDENTIFIERS- *Hypnotic Susceptibility; *Minnesota Multiphasic Personality Inventory

This study evaluated personality variables that underlie hypnotic susceptibility. It was correlational, did not require ongoing contact with participants, and included a validation study as an integral component. The subjects were 359 college students (250 in the original sample and 109 in the cross validation study) taking undergraduate courses in educational psychology, educational statistics, and tests and measurements at the University of Alabama (Tuscaloosa). The Minnesota Multiphasic Personality Inventory-2 (MMPI-2), the Melei and Hilgard Questionnaire (demographic and attitudinal measures), and the Harvard Group Scale of Hypnotic Susceptibility were administered. The MMPI-2 scales, attitudes toward hypnosis, predictions of hypnotizability, and demographic variables were correlated with scores on the Harvard Scale. Stepwise multiple regression was used to maximize the ability of the variables to predict hypnotic susceptibility. Pearson product-moment correlations were computed. Attitudinal variables were consistently related to susceptibility, although the practical significance was marginal, with these measures accounting for only 10 to 13 percent of the variance in scores on the Harvard Scale. No consistent relationships were found between MMPI-2 variables and hypnotic susceptibility. The MMPI-2 variables explored included response set, existing MMPI-2 scales both singly and in combination, and individual items on the instrument. Included are 3 tables and 54 references. (RLC)

PUB DATE- Oct 92
NOTE- 36p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Minneapolis, MN, October 29-November 3, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Child Caregivers; College Faculty; Colleges; Continuing Education; Educational Assessment; *Educational Improvement; *Educational Needs; *Educational Quality; Elementary Secondary Education; Futures (of Society); Higher Education; Institutional Cooperation; Institutional Mission; Mass Media Role; *Nontraditional Education; *Outcomes of Education; Postsecondary Education; Professional Education; *Relevance (Education); Teachers; Undergraduate Study; Universities; Work Environment
IDENTIFIERS- *ASHE Annual Meeting

This paper suggests that undergraduate higher education is at a severe competitive disadvantage vis-a-vis other socializing and educating agencies in society and proposes some strategies to compensate for this disadvantage. First, the paper notes difficulties with mandated assessment as a major means of educational improvement. It then identifies changes in college culture and the society at large and suggests that time spent trying to improve the internal efficiency of colleges and universities may be subject to diminishing returns. It proposes alternative or concurrent efforts on the external (rather than internal) educational front that may provide a greater return on investment than assessment alone is able to do. The paper then considers the reasons colleges have gradually lost their hold over the education of American youth, and identifies six "hidden educators" in America: (1) the media, (2) childcare workers, (3) elementary and secondary school professionals, (4) graduate and professional school educators, (5) workplace culture conditioners, and (6) managers of continuing education agencies. It is argued that colleges and universities need to collaborate with and lead these other educational influences. Specific suggestions for colleges to increase their influence with each these six societal educators are offered. (Contains 26 references.) (GLR)

ED 352 919 HE 026 119

Opp, Ronald D.
Disciplinary Differences in Faculty Career Satisfaction. ASHE Annual Meeting Paper.
PUB DATE- Oct 92
NOTE- 38p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Minneapolis, MN, October 29-November 3, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; College Outcomes Assessment; Comparative Analysis; Higher Education; Institutional Environment; *Intellectual Disciplines; *Job Satisfaction; *Professors; Quality of Working Life; Research; *Teacher Behavior; Teacher Student Relationship; Undergraduate Study; Work Attitudes; Work Environment
IDENTIFIERS- *ASHE Annual Meeting

A study examined the influence of behavioral activities such as teaching, research, and service on faculty career satisfaction

*Evaluation Criteria; Foreign Countries; Mass Media; Nonverbal Communication; Summative Evaluation; *Television; *Television Research; Television Viewing; *Visual Literacy
IDENTIFIERS- Visual Communication

This paper argues that a completed study pertaining to the various factors involved in the proper recognition and aesthetic application of moving images (primarily television pictures) should consider: (1) the individual viewer's general self-awareness, knowledge, expertise, confidence, values, beliefs, and motivation; (2) the viewer's understanding of society, institutions, and media in North America, and media fulfillment of viewer's needs, dreams, and desires; and (3) the viewer's knowledge and understanding of the idiosyncratic nature, the process and effects, of a visual communication medium such as television. On the basis of these factors the appropriate standards for the evolution of moving images must be drawn. The first section of this paper argues that the individual viewer's knowledge, awareness, and expertise are prerequisites for the establishment of the appropriate criteria that will assist in the recognition and evaluation of moving images. The second section explains how understanding society and institutions will help the individual viewer to create the necessary standards for the recognition and evaluation of moving images, particularly television images. The final section stresses the importance of the viewers' knowledge of the technical and artistic aspects of any given visual communication medium in the creation of the criteria for evaluating its messages. (Contains 44 references.) (Author/ALF)

ED 352 937 IR 015 880

Cooke, Ron C.; And Others
Computer-based Interactive Literature Searching for CSU-Chico Chemistry Students.
SPONS. AGENCY- California State Univ., Chico.
PUB DATE- Jan 91
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Chemistry; Computer Literacy; Computer Networks; Computer Peripherals; *Databases; Higher Education; Individualized Instruction; Instructional Materials; Microcomputers; *Online Searching; Pacing; Science Instruction; *Search Strategies; Teaching Guides; Telecommunications; Users (Information)
IDENTIFIERS- California State University Chico; *Workstations

The intent of this instructional manual, which is aimed at exploring the literature of a discipline and presented in a self-paced, course segment format applicable to any course content, is to enable college students to conduct computer-based interactive searches through multiple databases. The manual is divided into 10 chapters: (1) Introduction, which presents a rationale for teaching online searching skills to chemistry students; (2) Introducing Students to Database Searching, which begins by noting that the process of interactive searching involves practice on the use of a computer, modem, software, and telecommunications networks, and helps teach both organization, logic, and in-depth understanding of the subject, and competent, efficient use of the library; (3) Pros and Cons of Course Segment Approach; (4)

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 33p.; For the previous issue, see ED 343 583.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Education Work Relationship; Elementary Secondary Education; Higher Education; Literacy; Parent School Relationship; *School Business Relationship; *School Community Relationship; Urban Schools
IDENTIFIERS- ERIC; Partnerships in Education

The ERIC Review is published three times a year and announces research results, publications, and new programs relevant to each issue's theme topic. This issue examines education-community-business partnerships via two principal articles: "Collaboration To Build Competence: The Urban Superintendents' Perspective," by Terry A. Clark; and "Higher Education-Business Partnerships: Development of Critical Relationships," by Diane Hirshberg. In addition the following features are provided: (1) Recent Federal Partnership Initiatives; (2) Partnership Resource List, which includes organizations and associations, clearinghouses, and federal agencies; (3) General Reading List, which provides an annotated bibliography of 41 titles; (4) a research article, "School-to-Work Transition: Its Role in Achieving Universal Literacy," by Susan Imel; and (5) an annotated list of 33 new publications produced by the ERIC clearinghouses and the Office of Educational Research and Improvement. (ALF)

ED 352 956 IR 054 303

Somers, Amy Borgstrom
A Guide to the Ohio University Libraries' LAFCADIO HEARN Collection, with Desiderata List and Survey of Hearn Collections in U.S. Research Libraries.
PUB DATE- 10 Apr 92
NOTE- 64p.; Practicum Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Archives; *Authors; Biographies; Books; Letters (Correspondence); *Library Collections; *United States Literature
IDENTIFIERS- *Hearn (Lafcadio); Japanese Culture; Ohio; Rare Books

This paper accomplishes three objectives. It describes the holdings of the Ohio State University Libraries that are either by or about Lafcadio Hearn, a minor literary figure important primarily for his role as one of the first Westerners to appreciate and convey his understanding of Japanese culture. The Ohio University Collection includes 43 volumes about Hearn, 145 books by him, and a video, a total of 189 items. The guide is annotated and divided into three sections: bibliographies, works about Hearn, and works by Hearn. It includes periodical literature, dissertations, and sections of larger works. Second, the paper includes a desirata list to assist the Ohio University Libraries Department of Archives and Special Collections in making acquisition decisions to enhance the Hearn collection. In an attempt to limit the scope of this project, only titles written by Hearn have been analyzed for edition, and only those written during his lifetime have been analyzed for issue, state, or binding variant. Third, 23

(KRN)

ED 352 975 IR 054 325

Varghese, Manoj M.
S. R. Ranganathan's Theory of Reference Service.
PUB DATE- May 91
NOTE- 52p.; Master's Thesis, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Classification; Foreign Countries; Information Retrieval; Library Research; Library Science; *Online Systems; *Reference Services; Users (Information)
IDENTIFIERS- India; *Ranganathan (S R)

A study of S. R. Ranganathan's theory of reference service is undertaken by using an historical methodology. It was evident from the literature review that Ranganathan had established that reference service was the most important work and served as the hub of all library practices. There were six factors that were repeatedly considered by Ranganathan to form the theoretical base upon which the practical reference service was built: (1) Ranganathan's colon classification system; (2) classified catalog; (3) the five laws of library science; (4) Ranganathan's own experience with actual reference work; (5) Ranganathan's references to Indian classical literature; and (6) the principle of humanistic reference service. The study also evaluated the effectiveness of Ranganathan's theories and concepts of reference service in the context of mechanized retrieval of information. Among the factors, Ranganathan emphasized the use of the colon classification scheme as an effective tool for reference service. This classification scheme is based in the way the mind of the patron perceives and expresses his need for information. The classification scheme presents the structure of subjects in the recorded document and its relationships among other categories of subjects. The tool will also aid in determining the precise needs of the patron or the subjects of documents. Definitions of terms and phrases are appended. (Contains 21 references.) (Author/ALF)

ED 352 976 IR 054 326

Andelson, Eric
A Study of Graphic Novel Cataloging Records.
PUB DATE- Feb 92
NOTE- 93p.; Master's Thesis, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Bibliographic Utilities; *Cataloging; College Libraries; Higher Education; Library Research; Online Catalogs; Online Searching; Research Methodology; Statistical Analysis; *Subject Index Terms; Tables (Data)
IDENTIFIERS- Bowling Green State University OH; *Graphic Novels; OCLC; Statistical Package for the Social Sciences

Graphic novels are a blending of words and art in which the illustrations bear the same relationship to the text that a film carries to its screenplay. The hypothesis of this research is that, as a new form of literature, graphic novels will display inconsistent cataloging. Methodology consisted of searching the titles generated from Bowling Green State University's subject heading, Graphic Novels, against OCLC records. There are 191 titles, with 299 OCLC records and 3,416

Prinable); (8) "Tactics or Strategy? The Future from the University Information Provider's Perspective" (Tom Cochrane); and (9) "Conclusion" (Tony Wicken). The volume also contains highlights of the general discussion and a brief biography of each of the 10 contributors of papers. (KRN)

ED 352 994   IR 054 349

Commission on Preservation and Access Newsletter, Numbers 1-40, June 1988-November-December 1991.
PUB DATE- 91
NOTE- 187p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Academic Libraries; Access to Information; Administrators; *Archives; Consortia; *Financial Support; Higher Education; *Library Cooperation; Organizational Communication; *Preservation; Private Agencies; Public Agencies; Public Policy
IDENTIFIERS- Brittle Books

This document is a compilation of 40 newsletter issues published by the Commission on Preservation and Access from 1988 through 1991. The Commission was established in 1986 to foster and support collaboration among libraries and allied organizations in order to ensure the preservation of the published record in all formats and to provide enhanced access to scholarly information. The newsletter reports on cooperative national and international preservation activities and is written primarily for university administrators and faculty, library and archives administrators, preservation specialists and administrators, and representatives of consortia, governmental bodies, and other groups sharing in the Commission's goals. The newsletter is not copyrighted, and its duplication and distribution are encouraged. The newsletters in this collection contain the following kinds of information: (1) organizational activities and sponsored projects; (2) funding announcements; (3) reviews of other published information pertaining to preservation; (4) activities of allied organizations; and (5) public policy developments. (KRN)

ED 352 995   IR 054 350

Creative Ways of Using and Disseminating Federal Information. Hearings before the Government Information, Justice, and Agriculture Subcommittee of the Committee on Government Operations, House of Representatives, One Hundred and Second Congress, First and Second Sessions, June 19, 1991, February 19 and June 4, 1992.
PUB DATE- 92
NOTE- 501p.
LANGUAGE- English
EDRS Price- MF02/PC21 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Information; Costs; *Democracy; Economic Development; Electronic Publishing; Government Publications; Hearings; *Information Dissemination; *Information Technology; Information Utilization; *Policy Formation; Research Libraries; User Needs (Information)
IDENTIFIERS- Congress 102nd; *Government Information; *Public Information; Vendors

The purpose of the hearings presented in this Congressional document was to highlight the enterprising, inventive, and economic impact model consisting of three major components: direct institutional expenditures; direct expenditures of college employees; and direct expenditures of students. In addition to the direct economic impact of these three expenditures, the model also utilized a mathematical "multiplier" to estimate additional business volume generated by the expenditures. The study sought to measure subsequent expenditures resulting from re-spending within the geographic area and the state of money from the initial direct expenditures. Study findings included the following: (1) for 1991-92, direct expenditures in Oakland County amounted to $17,528,806 by the institution, $12,756,565 by employees, and $114,684,730 by students, for a total of $145 million; (2) total direct impact on the state economy was estimated at $156 million; (3) using the multiplier, the indirect economic impact was estimated at $290 million within Oakland County, and $350 million statewide; (4) in addition to the 959 full-time equivalent (FTE) employees of OCC living in the county, economic activity of the college generated 5,816 more FTE jobs countywide, and 7,525 FTE jobs statewide; (5) for every dollar of local property tax support to OCC, an additional $12.45 was generated within the local economy by OCC; and (6) for every dollar of state aid to OCC, $19.55 was returned by OCC to the Michigan economy. Detailed data tables, an explanation of the multiplier and other data tools, and references are included. (PAA)

ED 353 013 JC 930 042

Educational Plant Survey--Edison Community College, December 7-10, 1992.
PUB DATE- Dec 92
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- *Capital Outlay (for Fixed Assets); *College Planning; Community Colleges; Construction Costs; *Construction Needs; *Educational Facilities; *Educational Facilities Planning; Enrollment; Expenditure per Student; *Facility Inventory; School Space; School Surveys; Two Year Colleges
IDENTIFIERS- *Edison Community College FL

Pursuant to Florida educational legislation, this report presents findings of the educational plant survey for Edison Community College (ECC) and includes recommendations for the 5-year period from December 7, 1992 through June 30, 1997. The 10 sections of the report present information on the following topics: (1) the educational plant survey team; (2) an overview of the plant survey; (3) an introduction to the educational plant survey, including the statutory foundations, a definition of survey terms, and a review of the steps in the survey process; (4) an overview of the college, presenting historical data and a review of the purposes, goals, and objectives of ECC; (5) an analysis of the student population, reviewing enrollment considerations and projections of capital outlay data per full-time equivalent student; (6) programs, services, and facility needs for the ECC campuses in Lee, Collier, and Charlotte counties; (7) an inventory of existing sites and facilities, including narrative descriptions, campus maps, and aggregate footage data tables; (8) plan for housing instructional programs, students, and services at each of the three campuses, providing data tables on student station space by instruction category, and existing and recommended square students enrolled in entry-level English courses (i.e., English 321, English 322, and English 330) in fall 1988. Specifically, the studies examined students' persistence from their initial English course through Transfer Level English (TLE) during the four academic years from fall 1988 through spring 1992. In fall 1988, a total of 69 new students were enrolled in English 321, 137 in English 322, and 152 in English 330. Results of the studies of these students included the following: (1) in English 321, only five (7%) of the original fall 1998 group persisted through TLE; (2) for the same group, Blacks had a 29% persistence rate, while all other ethnic groups had rates of less than 10%; (3) in English 322, 23% of the 137 new students progressed through TLE, while 66% achieved competency in the course; (4) 93% of the English 322 students were non-White, with Hispanics comprising 36% and Asians 33%; (5) of the students who entered into English 330, 20% progressed through TLE by spring 1992; (6) out of a group that was 57% female and 43% male, 17% of the females and 23% of the males persisted; (7) in English 330, Hispanic males and Black females had the highest persistence rates at 30% and 45%, respectively; and (8) for all of the groups, the studies showed that the college is not meeting its goals in terms of transferring more underprepared students and protected ethnic groups. Detailed data tables are included. (MAB)

ED 353 030 JC 930 065

Kangas, Jon
San Jose City College: Persistence of New College Students from Arithmetic, Algebra, and Int Algebra through Transfer Level Math, Fall 1988-Spring 1992. Research Reports #260, #295, and #297.
PUB DATE- 92
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; Arithmetic; *College Freshmen; Community Colleges; Comparative Analysis; *Mathematics; Mathematics Education; Minority Groups; School Holding Power; *Student Behavior; *Student Characteristics; Two Year Colleges; *Two Year College Students
IDENTIFIERS- San Jose City College CA

A series of studies were conducted at San Jose City College (SJCC) in San Jose, California, to evaluate the persistence of three groups of new mathematics students entering Arithmetic, Algebra, and Intermediate Algebra courses in the fall of 1988. In particular, the studies examined students' persistence from the initial mathematics course, Arithmetic, through Transfer Level Math (TLM), covering the four academic years from fall 1988 through spring 1992. In fall 1988, a total of 250 new students were enrolled in Arithmetic, 135 in Algebra, and 55 in Intermediate Algebra. Findings from the studies include the following: (1) for students entering Arithmetic, 3% progressed through TLM between fall 1988 and spring 1992, 16% completed Algebra, and 6% persisted through Intermediate Algebra; (2) Asian students were the only ethnic group in Arithmetic with more than 5% persisting through TLM; (3) among Algebra students, 11% progressed through TLM between fall 1988 and spring 1992, while 31% successfully completed Intermediate Algebra; (4) among Algebra students, Blacks had the highest rates of persistence through TLM, while only 8% of female students persisted through TLM; (5) among Intermediate Algebra students, 35% persisted through TLM between fall 1988 and

(Lev S)

This paper presents a new European teaching model based on ideas and methods of Socrates, Jean Piaget, and Lev S. Vygotsky. The starting point for this new model was the use of Socrates' dialectical method in teaching 906 primary and secondary school students the reduplication of a square. Results of this exercise were compared with Piaget's and Vygotsky's work on similar issues. It was found that a deductive strategy, whereby children were encouraged to discover knowledge rather than simply have it provided to them, reduced the age at which children understood the reduplication of the square. From this research, and the cognitive approaches to learning developed by Piaget and Vygotsky, a didactic model was formulated. The model was designed to enable students to develop mastery learning by allowing them to learn from their mistakes. It is suggested that the dialectical relationship between work, human interaction, and the quality of life should be considered in any curriculum that focuses on a multifold and multicultural education. (MDM)

ED 353 049 PS 020 857

Sykes, Dennis J., Ed.
Planners' Conference on Integration and the Least Restrictive Environment for Young Children. Conference Proceedings (Chicago, Illinois, December 7-8, 1988).
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 89
NOTE- 99p.; Papers from a regional conference involving the states of Illinois, Indiana, Michigan, Minnesota, Ohio, Pennsylvania, and Wisconsin.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; *Educational Environment; *Mainstreaming; Planning; Policy; *Preschool Education; Social Integration; Special Education; Special Needs Students; *Young Children
IDENTIFIERS- *Intervention Strategies; State Issues

This document describes the proceedings of a conference of early childhood education planners on the provision of the least restrictive environment (LRE) for young children with disabilities. The goal of the conference was to positively impact on the development of state early childhood plans in the areas of integration and the provision of the LRE. Topics discussed included: (1) major issues facing states as they develop policies and practices for providing appropriate early childhood special education to young children; (2) administrative approaches to providing LRE; (3) the process of fostering friendships between children with disabilities and other children; (4) the process of integrating the concept of LRE into early intervention services for the child and support for the family; (5) intensive special education for handicapped preschoolers without segregation from nonhandicapped children; (6) the funding of integrated services for young children with disabilities; (7) benefits and barriers to the provision of integrated preschool. The appendix contains seven recommended state plans for the implementation of LRE for the birth through 5 population. For each state, definitions, and descriptions of barriers and action steps, are included. (SM)

ED 353 050 PS 020 861

Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Intellectual Development; *Intelligence Quotient; *Intelligence Tests; *Measurement Techniques; Measures (Individuals); *Preschool Children; Preschool Education; Testing Problems; Test Reliability; Test Validity
IDENTIFIERS- *Age Appropriateness; *Temporal Stability; Test Retest Reliability

The question of reliability in the intellectual assessment of young children is cause for concern among developmental psychologists and diagnosticians. The issue of reliability is confounded by normal variability in skills during early childhood, by the problem of consistency across time of age-appropriate assessment measures, and by the selection of subsequent or concurrent measures. Stability across time of measures of children's intellectual ability during infancy and the preschool years is of particular interest to those practitioners faced with diagnosis, placement, and treatment decisions. Research to address temporal stability in mental measurement in the preschool period has yielded inconsistent findings. Differential results appear to be due, at least in part, to children's age at the time of evaluation, the choice of intellectual assessment instrument, the length of the test-retest interval, and unique characteristics of the sample studied. Because the implications of the reliability of intellectual measures for controversial placement issues and long-range educational programming are significant, practitioners should identify trends in assessment practices that relate to the stability of assessment across time and across measures. (MM)

ED 353 069 PS 021 042

Buell, Nancy
They Never Viewed Themselves as Learners, They Just Came to School. Alaska Department of Education Funded Projects in Innovative Assessment 1991-92.
PUB DATE- Oct 92
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Assessment; Educational Change; Educational Finance; *Educational Innovation; Educational Technology; Elementary Secondary Education; *Grants; Parent Participation; Program Descriptions; Program Implementation
IDENTIFIERS- *Alaska

Compiled from interviews with people involved in various innovative assessment projects in Alaska, this report records the effects on assessment practices of grants from the Alaska Department of Education to school districts and individual teachers during the 1991-92 academic year. After a brief introduction, the report describes assessment projects for the cities and regions of Anchorage, Fairbanks, Juneau, Kenai, Ketchikan, Kodiak, Lower Yukon, Matanuska-Susitna, Northwest Arctic, Railbelt, and Southwest Region. Responses to the question, "What has been learned?" are reported in full, and the use of technology to support innovative assessment is discussed. Commonalities across projects are discussed and recommendations for future projects are offered. A series of appendixes, which comprises the bulk of the document, includes the interview questions, full texts of the interviews, a list of interviewees, overviews of innovative projects, and other materials. (MM)

Scofield, Richard T., Ed.
School-Age NOTES. September 1980 to August 1992.
PUB DATE- Aug 92
NOTE- 1,098p.
LANGUAGE- English
EDRS Price- MF08/PC44 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Child Development; Conflict Resolution; Curriculum; Educational Administration; *Educational Quality; Elementary Education; Elementary School Students; *Extended School Day; Learning Activities; Newsletters; *School Age Day Care; *Summer Programs; *Teacher Effectiveness

This document compiles the first 12 volumes of "School-Age Notes" (a total of 78 issues). Originally published six times a year, the journal changed to monthly with volume 12. The following list of topics covered in volume 12 provide good examples of the journal's typical coverage: (1) indicators of the quality of child care staff; (2) the quality of child care programs sponsored by the Young Men's Christian Association; (3) racial, ethnic, and cultural diversity in the United States; (4) extended day and enrichment programs; (5) international friendship, black history, and the winter olympics; (6) the development of plans for summer programs; (7) professional development in the school-age child care field; (8) experiences on the last day of the kindergarten school year; (9) summer programs; (10) changes in the needs of families; (11) summer programs for early adolescents; and (12) a personal perspective on school-age child care. Issues typically contain an article on the featured topic, suggestions for activities for children in school-age child care, suggestions concerning curricula, comments and suggestions for directors, notes on day care administration, lists of resources, letters to the editor, and advice on resolving conflicts. (BC)

ED 353 090 RC 018 439

Chisholm, Anita; And Others
Making Education Relevant for Contemporary Indian Youth: A Handbook for Cultural Curriculum Developers Focusing on American Indian Tribes and Canadian First Nations. 1991 Edition.
PUB DATE- 91
NOTE- 126p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *American Indian Education; American Indians; *Canada Natives; *Cultural Education; *Curriculum Development; Educational Resources; Elementary Secondary Education; Instructional Material Evaluation; Instructional Materials; *Multicultural Education; *Relevance (Education)

This guide was developed to assist American Indian and Canadian Native educators in developing cultural curriculum materials for use in the classroom. The purpose of developing authentic cultural materials is to enhance the educational experience of Indian students and White students. The guide covers the following topics: (1) cultural curriculum development including goals of multicultural education and cultural learning; (2)

report contains a project index and a bibliography of 84 publications on rural education available from the regional laboratories or the ERIC Clearinghouse on Rural Education and Small Schools. (SV)

ED 353 109 RC 018 928

Hanna, Glenda M., Ed.
Celebrating Our Tradition, Charting Our Future: Proceedings of the International Conference of the Association for Experiential Education (20th, Banff, Alberta, Canada, October 8-11, 1992).
PUB DATE- Oct 92
NOTE- 289p.; For selected individual papers, see RC 018 929-941.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Adventure Education; Corporate Education; Educational Research; *Educational Trends; Elementary Secondary Education; *Environmental Education; *Experiential Learning; *Foundations of Education; Higher Education; *Outdoor Education; Postsecondary Education; Program Descriptions; Program Implementation
IDENTIFIERS- Association for Experiential Education

This conference proceedings consists of edited submissions of 63 workshops and presentations covering the historical aspects of experiential education and current and future trends in experiential education. Two types of material are included: (1) "information foundation" papers, that are relatively longer, theoretical or descriptive in nature; and (2) "workshop summaries" that elaborate on the methods and structure of the presentation topic. The proceedings contain the following themes: (1) foundations of experiential education; (2) outdoor leadership; (3) environmental education; (4) experiential education in schools and colleges; (5) experiential education with special populations; (6) corporate experiential education programs; (7) management, administration, and safety of experiential education programs; (8) cultural and ethnic diversity; (9) spiritual, moral, and ethical development; (10) arts, performance, and interpretation; (11) research colloquium; and (12) current trends in research and evaluation of experiential programs. Presenter names, addresses, and telephone and/or fax numbers are included. (LP)

ED 353 110 RC 018 929

McGough, David J.
Exploring the Foundations of Philosophy of Natural Education.
PUB DATE- Oct 92
NOTE- 12p.; In: Hanna, Glenda M., Ed. Celebrating Our Tradition Charting Our Future: Proceedings of the International Conference of the Association for Experiential Education (20th, Banff, Alberta, Canada, October 8-11, 1992); see RC 018 928.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational History; *Educational Philosophy; Educational Principles; *Educational Theories; Elementary Secondary Education; *Epistemology; Higher Education; Models; *Naturalism; Outdoor Education
IDENTIFIERS- *Philosophers

This paper explores the historical and philosophical basis of naturalistic education. The exploration focuses on prominent

IDENTIFIERS- *Educational Indicators

Indicators of mathematics and science education progress are important to policymakers and the public in order to evaluate the quality of education. Recent reports have evaluated existing indicators and suggested core aspects of mathematics and science education that an indicator system should evaluate. This note discusses two fundamental aspects of the quality of educational indicators: their reliability and validity. The note is divided into five sections. The first section discusses recent concerns for the weaknesses in the academic achievement of science and mathematics students in the United States and the need for availability and quality of indicators to assess that achievement. The second section discusses the concepts of validity and reliability as criteria to gauge the quality of indicators. The third section examines the threats to the validity and reliability of indicators. The fourth section presents approaches for evaluating and validating indicators. The fifth section presents the conclusions of the report. The report recognizes the complex task of building an adequate system of indicators of mathematics and science education. Simplification is cited as essential in order to inform debate and policy, and at the same time conflicting with the goal of adequate description. The report suggests that the issue of simplification can be addressed by choosing measures carefully, evaluating the systems of indicators, and employing multiple measures of important constructs. (Contains over 80 references.) (MDH)

ED 353 128 SE 053 035

Madsen, Anne L.; Lanier, Perry E.
Improving Mathematics Instruction through the Role of the Support Teacher. Research Series No. 213.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Apr 92
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Change; Educational Change; Elementary School Teachers; Inservice Teacher Education; *Instructional Improvement; Interviews; Junior High Schools; Learning Activities; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; *Program Descriptions; Secondary School Teachers; *Staff Development; Surveys; *Teacher Attitudes; Teacher Behavior; *Teacher Improvement; Teaching Methods
IDENTIFIERS- Peer Coaching; Peer Supervision; *Support Teacher Program MI

The Support Teacher Program is a professional development program created to increase teachers' mathematical knowledge, improve instructional practices for conceptual understanding, and prepare teachers to conduct staff development activities in their schools with their colleagues. This paper is presented in three sections. The first section includes a description of this staff development model, the program goals, a description of the framework for guiding instructional and curricular changes, and the activities of the mathematics Support Teachers. The second section examines the impact of the program on the quality of mathematics instruction of three junior high school teachers who participated in the program. Data was gathered from the Teaching Style inventory, the Support Teacher Interview, and documentation of the Support Teachers'

ED 353 144   SE 053 148

Gilmour, Margy; McGregor, Cathy, Ed.
Air and Air Pressure. A Language Development Unit for Science. Earth, Space and Time. Grades One, Two and Three.
PUB DATE- 88
NOTE- 174p.; For other documents in this series, see SE 053 149-150, SE 053 153, SE 053 156-158, SE 053 160-161, and SE 053 163-164; for the overview of this program, see SE 053 072.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Air Flow; Athapascan Languages; Canada Natives; Childrens Literature; Concept Formation; Curriculum Guides; *Elementary School Science; English (Second Language); English Instruction; Foreign Countries; *Fused Curriculum; Integrated Curriculum; *Language Arts; *Language Skills; Learning Activities; Mathematics Instruction; Primary Education; Process Education; *Science Instruction; Social Studies; Units of Study
IDENTIFIERS- Air; *Air Pressure; Northwest Territories

One of the basic principles of the Language Development Approach is that students must learn the language necessary to understand, talk, and write about all subject areas in order to succeed in school. This book contains information about teaching primary school science in the Northwest Territories with lessons that emphasize language. The goals of the unit are to (1) develop student language proficiency; (2) provide opportunities for students to use language in many different situations and for many different purposes; (3) develop student listening, speaking, reading, writing, and thinking skills including the science process skills; and (4) expand student knowledge of the science concepts related to air and air pressure. Following a section on resources (background information, resources included with this unit--illustrations, related English materials--magazines, lists of children's books about kites, balloons, airplanes, etc., teacher's resources, films, ets., and related aboriginal language materials), lesson plans for grades one, two, and three on four topics (properties of air/balloons, air exerts pressure, how air presssure helps/hinders, and effects of air on temperature) are presented. Activity ideas for science/social studies, mathematics, language arts, music/poems/stories, art, physical education/movement, and special activities are suggested. Each lesson plan contains the follwing segments--exercises or activities: science concepts, English vocabulary, English sentence patterns, English language concepts, special materials required, concept development/language exposure, language practice, and application. Poems, songs, and stories on this subject conclude the guide. The lessons are appropriate for students whose first language is English as well as for students who are learning English as a second language. (PR/CW)

ED 353 145   SE 053 149

Gilmour, Margy; McGregor, Cathy, Ed.
Bears. A Language Development Unit for Science. Life and the Environment: Populations. Grade One.
PUB DATE- 86
NOTE- 162p.; For other documents in this series, see SE 053 148, SE 053 150, SE 053 153, SE 053 156-158, SE 053 160-161, and SE 053 163-164; for the overview of this program, see SE 053 072.
LANGUAGE- English

overall curriculum. Music education is really about music making; it is a social process that is of value because it helps students learn about discipline, attachment to social groups, and autonomy. Music educators must provide concrete, defensible rationales to curriculum planners as to why their discipline should be included in the curriculum. This inclusion must be grounded in the values of music as they apply to the goals of the school and education as well as the goals of the music itself. A list of 29 references is included. (DB)

ED 353 160 SO 021 222

Blakers, Catherine
Youth and Society: The Two Transitions. A Review of Australian Research on Young People in Work and Education. ACER Research Monograph No. 38.
PUB DATE- 90
NOTE- 304p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Educational Research; Education Work Relationship; Employment Opportunities; *Employment Patterns; Employment Problems; Foreign Countries; Government Role; Labor Market; *National Surveys; Public Policy; Social Change; Social Science Research; Unemployment; *Youth; *Youth Opportunities
IDENTIFIERS- *Australia

This literature review is part of a project designed to provide an in-depth picture of the experiences and views of long-term unemployed people in Australia. The review outlines what the research shows and says about the situation of young people (15-24 years) in work and education in the changing society of the 1980s in Australia. The book is organized into five parts containing 14 chapters in all. Part 1, "Youth in the Changing Society," provides a context for later discussion. Its two chapters make the point that the difficulties which young people now encounter in making an easy transition from education to work spring not from deficiencies in young people themselves or in their "preparation for work," but from the fact that society itself is in transition. Part 2 (chapter 3-6), "The Youth Labour Market," presents an overview of the experiences of youth in the labor market. Part 3 (chapters 7-10), "Educating Young People," describes government policies and programs for young people during the last decade. Part 4 (chapters 11-13), "Some Who are Vulnerable," deals with the situation of three particular groups of disadvantaged young people: girls and women, migrants, and Aboriginal people. Part 5 (chapter 14), "And Now Where Am I?" attempts to draw together some of the main threads of the discussion. The chapter reiterates the need to recognize current change as fundamental and structural, shaping a society quite different from that which developed from the 19th century industrial revolution. An extensive bibliography is included, along with an appendix that contains information on the national longitudinal studies that provided data for this report. (DB)

ED 353 161 SO 021 241

Fighting the Drug War.
PUB DATE- 90
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

ED 353 183 SO 022 364

Kazi, Aftab A.
Ethnonational Questions, Educational Reform, and Political Socialization in the Post-Cold War Era: Case of Pakistan.
PUB DATE- 91
NOTE- 32p.; Paper presented at the Oxford Conference on Educational Reform and Local and National Needs (Oxford, England, United Kingdom, September 3-6, 1991).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Developing Nations; *Educational Policy; Ethnic Relations; Foreign Countries; *International Education; *Patriotism; Political Science; *Political Socialization; *Social Studies
IDENTIFIERS- *Pakistan

Relying upon the conceptual constructs from international relations, politics, and sociology, this study analyzes education policy and political socialization processes in the developing multiethnic/national societies with specific reference to Pakistan. The paper descriptively analyzes Pakistan social studies curriculum as an instrument of socialization that reflects the impact political changes at the national level have had on the curriculum during the Cold War era. The paper also provides a trend analysis of successive Pakistani governments and their perceptions of a national identity as demonstrated in the curriculum. (DB)

ED 353 184 SO 022 466

Coming to Our Senses: The Significance of the Arts for American Education. A Panel Report.
PUB DATE- 77
NOTE- 334p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art Education; *Curriculum Development; *Educational Change; *Educational Objectives; Educational Policy; Elementary Secondary Education; Higher Education; *National Surveys; Role of Education; Student Educational Objectives

This report contends that the arts provide unique ways of knowing about the world and should be considered central to learning. The report discusses arts education as it exists in the United States, and presents ideas and arguments about how arts education should be reformed. The national panel that produced this report received information from three principal sources: the testimony of witnesses and staff at panel meetings; selected works already published; and materials specifically generated by staff, consultants, and witnesses. The report begins by reviewing the traditions that formed the culture and educational goals of the United States, and then goes on to describe the current state of arts education. It is concerned not only with schools, but with institutions of higher learnings and arts education programs run by community groups, city agencies, arts institutions, and other social institutions. The report describes successful experiments, and emphasizes that there is no single model that works for all, and recognizes the existence of many schools that already have

IDENTIFIERS- North Carolina Center for Advancement of Teaching; *Poststructuralism; Teacher Renewal; Teacher Thinking

This paper describes how poststructuralist thought informed one educator's thinking about teaching and the relevance of poststructuralism to teaching, especially through the educator's experience at the North Carolina Center for the Advancement of Teaching (NCCAT). NCCAT was created to reward outstanding North Carolina teachers for their service with a chance to participate in interdisciplinary seminars on various topics of interest in the arts, sciences, and humanities. Teachers come away from the intensive week-long seminars feeling rewarded, respected, and renewed. The NCCAT program is not clearly delineated by any one model, but includes aspects of progressivism and disciplinary initiation. Teachers are informed that there will be no followup observation or measurement of how what they learn at NCCAT affects how they teach when they return to the classroom; rather teachers are invited to become members of a scholarly community. They are invited to sit at the seminar table as equals with scholars from the disciplines and to return to NCCAT as teacher scholars. NCCAT provides as its hidden curriculum a chance for teachers to discover and share each other's vulnerability. NCCAT believes vulnerability is endurable in a community of care and support. The paper suggests that, by confronting the poststructuralist era, educators have the power to reconstruct themselves and their programs in ways less confined by the strictures of modernist thought. (SM)

ED 353 209 SP 034 099

The Social Protection of Teachers in Europe. Papers presented at a Workshop of the World Confederation of Organizations of the Teaching Profession (Budapest, Hungary, May 9-11, 1992).
PUB DATE- May 92
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; Fringe Benefits; Health Insurance; Retirement Benefits; *Social Services; *Teacher Employment Benefits; *Teacher Welfare; *Teaching (Occupation); Unions
IDENTIFIERS- Bulgaria; Denmark; *European Community; France; Germany; Ireland; Life Insurance; Luxembourg; Maternity Benefits; Netherlands; Norway; Spain; Sweden; Switzerland; United Kingdom; *World Confederation of Orgs of the Teaching Prof

This report focuses on social protections of teachers in Europe, synthesizes responses to a questionnaire by 18 European members of the World Confederation of Organizations of the Teaching Profession (WCOTP), and provides an overview of a variety of situations in European countries. The report includes a list of organizations/countries which replied to the questionnaire and information provided by each country. Eight topics are examined as follows: (1) health insurance contributions, reimbursement, sick leave, and legislation; (2) maternity insurance, leave, adoption, paternity, and work conditions; (3) family allowances and what assistance is for; (4) handicapped in the profession; (5) pensions; (6) unemployment protection; (7) death rights and benefits to beneficiaries; and (8) the position of trade union policy in relation to existing social systems, and persons in charge of social protection. Also included are: a draft recommendation on the social protection of teachers; reports on "The Social Protection Role and Economy" in Denmark, France, constructive thinking which integrates the inner voice and the voice of reason. (SM)

ED 353 228   SP 034 229

Mthiyane, Bhekizenzo
Chicago and Suburban Teachers' Evaluation of On-Site Based In-Service and Orientation and Their Effects on the Performance of Novice Teachers.
PUB DATE- 89
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teacher Induction; College School Cooperation; Collegiality; Educational Needs; Elementary School Teachers; Elementary Secondary Education; Faculty Development; Higher Education; Inservice Teacher Education; Literature Reviews; Mentors; *Performance Factors; Program Design; *Program Evaluation; Program Implementation; Secondary School Teachers; *Teacher Attitudes; Teacher Orientation
IDENTIFIERS- Illinois (Chicago Metropolitan Area)

In Chicago and suburban schools there are many teachers who have not had an opportunity to take part in either induction or orientation programs during their first year of teaching. Exposed to proper and adequate induction programs, beginning teachers may demonstrate higher performance and skill in classroom management, instruction, discipline, human relations, and leadership. A review of the literature emphasizes the value and importance of on-site inservice programs. This study was conducted to provide insights into how experienced teachers perceive beginning teacher induction programs. A questionnaire (copy included) administered to 40 teachers reveals that most schools in the Chicago metropolitan area do not provide comprehensive orientation programs for beginning teachers. A majority of the sample favor induction programs for novices, prefer involvement of entire school staffs in conducting needs assessments and developing and implementing programs, would seek collaborative assistance from colleges and universities, and think that induction programs improve interpersonal communication among staff. It is recommended that more comprehensive induction programs be implemented in and around Chicago. (Contains 11 references.) (LL)

ED 353 229   SP 034 234

Hawes, Hugh, Ed.; And Others
Children, Health and Science: Child-to-Child Activities and Science and Technology Teaching. Science and Technology Education Document Series No. 41.
PUB DATE- 91
NOTE- 128p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Child Development; Child Health; Class Activities; Cross Age Teaching; Curriculum Guides; Elementary Secondary Education; *Health Education; *Health Promotion; Learning Activities; Lesson Plans; Nutrition Instruction; *Peer Teaching; Public Health; Safety; *Science Education;

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Agents; *Change Strategies; *Educational Change; *Faculty Development; Foreign Countries; Grade 11; Grade 12; High Schools; High School Students; *Organizational Climate; *Program Implementation; Role Perception; *Secondary School Curriculum
IDENTIFIERS- Australia (Victoria); Reform Efforts; *Victorian Certificate of Education (Australia)

This paper describes the implementation of the Victorian Certificate of Education (VCE), a systemwide reform that calls for curriculum change at senior secondary levels in Victoria (Australia). The system is required to reorganize and develop new organizational structures with full knowledge and assessment of the status, organizational health, and climate of the school where it intends to have direct impact. VCE is a 2-year course covering secondary students in grades 11 and 12. it is examined from 3 perspectives: (1) nature of the change; (2) professional development; and (3) organizational development. Questions addressed in identifying the nature or characteristics of a selected change include: What school structures and processes are required? What resources are needed for implementation? What learning outcomes are being valued? What is the role of the teacher? What is the role of the students? What is the role of the principal and other school leaders? and What is the role of parents? The second section describes the professional development plan considering: approaches, underlying principles, role of outside consultants, extent and nature of teacher change required, teacher types, and improvements to the plan. The final section outlines the organizational changes required to implement the new curriculum. The document concludes with recommendations for a unified implementation of the VCE in Victorian senior secondary schools. (Contains 25 references.) (LL)

ED 353 248 SP 034 270

Veenman, Simon; And Others
Evaluation of a Pre-service Training Programme Based on Direct Instruction.
PUB DATE- Jun 92
NOTE- 22p.; Paper presented at the European Conference on Educational Research (Enschede, Netherlands, June 22-25, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Practices; *Educational Research; Education Courses; Elementary Secondary Education; Foreign Countries; Higher Education; *Instructional Effectiveness; Outcomes of Education; *Preservice Teacher Education; *Program Evaluation; *Program Improvement; Student Teacher Evaluation; *Student Teachers; Student Teacher Supervisors; Teaching Methods; Thinking Skills
IDENTIFIERS- *Direct Instruction Model; Netherlands

A quasi-experimental, treatment-control group investigation was designed to test the effects of a preservice training course on effective instruction. Research findings from teacher effects research and cognitive strategy instruction were translated into two direct instructional models: one model for explicit or well-structured skills and one model for implicit skills or higher-level thinking strategies. Following a course on

15 references. (SLD)

ED 353 267 TM 018 969

Tesh, Anita S.; And Others
Evaluation of the Effectiveness of Alternate Questionnaire Item Response Options.
PUB DATE- Feb 92
NOTE- 16p.; Paper presented at the Annual Meeting of the North Carolina Association for Research in Education (Chapel Hill, NC, February 20, 1992).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Effective Schools Research; *Elementary School Teachers; Elementary Secondary Education; Item Response Theory; *Likert Scales; Public School Teachers; *Questionnaires; *School Effectiveness; *Secondary School Teachers; Test Construction; Test Format; *Test Reliability

The effectiveness of two five-point Likert response scales with different verbal anchors was compared. Four anonymous written questionnaires addressing characteristics of effective schools were developed. Each questionnaire was prepared in two formats, one with each response scale. The 4 questionnaires were composed of between 140 and 200 items. A balance of positive and negative items was used. Each of 539 public school teachers completed both formats, with the order of administration randomized. The two response scales were found to be similar in terms of average required completion times, reliabilities, and respondents' written comments, but they differ in non-response rates. These results suggest a potential series of investigations that instrument developers may wish to use in developing questionnaires. It appears feasible and worthwhile to include comparison of alternate response scales in the pilot survey. Seven graphs present study data, and there is a 17-item list of references. (SLD)

ED 353 268 TM 018 970

Tesh, Anita S.; And Others
The Meaning of Selected Characteristics of Effective Schools to Teachers.
PUB DATE- Feb 92
NOTE- 22p.; Paper presented at the Annual Meeting of the North Carolina Association for Research in Education (Chapel Hill, NC, February 20, 1992).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Environment; Effective Schools Research; *Elementary School Teachers; Elementary Secondary Education; Employee Attitudes; Interviews; *Media Specialists; Questionnaires; Recognition (Achievement); *School Counselors; School Effectiveness; School Surveys; *Secondary School Teachers; *Teacher Attitudes
IDENTIFIERS- Educational Indicators; Encouragement; *Focus Groups Approach

A series of focus-group interviews was conducted to explore the meaning of selected indicators of school climate to teachers and other school personnel. The selected indicators focused on encouragement and recognition of school personnel as aspects of school climate. School personnel were interviewed in groups of doing, or to compare them in any meaningful way. Multiple-choice tests are contrasted with performance assessments, and preliminary classifications are suggested to promote understanding and provide an operational definition. The six suggested types of performance assessments are: (1) two-step problem solving with student constructed responses; (2) short, dichotomously scored answers provided by students; (3) short answers, essays, and "thought experiments" in which the nature of the response is up to students; (4) paper-and-pencil simulations that realistically mimic the actual environment; (5) simulations in realistic environments; and (6) evaluation in the actual environment. Five figures illustrate the discussion and provide sample problems. Six references are listed. (SLD)

ED 353 288 TM 019 034

Enger, John M.
Results of Student Achievement Testing in Trinidad and Tobago.
PUB DATE- Nov 91
NOTE- 9p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (20th, Lexington, KY, November 12-15, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Achievement Tests; *Admission Criteria; Decision Making; Elementary Secondary Education; Foreign Countries; Graduation Requirements; National Competency Tests; School Organization; Scores; *Student Evaluation; Student Promotion; Testing Programs; Test Results; *Test Use; Vocational Education
IDENTIFIERS- *Trinidad and Tobago

The role that achievement testing plays in the educational system of Trinidad and Tobago and results from the Caribbean Examination Council (CXC) tests administered in 1989 are discussed (for these tests, students generally sit for five to eight examinations on subjects they have taken throughout their secondary schooling). The educational system of Trinidad and Tobago is based on British tradition. Education is free, and competition for secondary school openings is keen. The educational system begins at age 5 years, with 2 years of infant school, followed by 5 years of primary school. At the end of elementary Standard 5, decisions are made about which students will go to secondary school or vocational and craft training, and which will end their formal education. There are 5 years of secondary schooling, with a sixth form for an additional 2 years for some students. Significant decisions are made on the basis of scores received at the end of the elementary Standard 5 and the secondary Form 5, as well as at Form 3 and Form 6. Classroom testing has less impact, but is considered indicative of performance on comprehensive tests. The Common Entrance Examination (CEE) at the end of Standard 5 and the CXC examinations at the end of Form 5 are extremely important for students. Since students are solely held responsible for their performance on examinations and since entrance to subsequent educational levels is solely based on these test scores, the stakes for students and their parents in Trinidad and Tobago are far higher than those for students in the United States taking achievement tests. Two tables contain specifications for the CEE and results of the 1989 CXC. Seven references are included. (SLD) effective schools research, establishing annual building plans, submitting district-wide test results, and collecting data on student outcomes and use of the effective schools processes over a sustained period. (RLC)

ED 353 306 TM 019 370

Statistical and Financial Summary of Education in New York State for the Year Ending June 30, 1991. Annual Educational Summary, 1990-91.
PUB DATE- 92
NOTE- 238p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Educational Finance; Educational Trends; Elementary Secondary Education; Enrollment; Higher Education; Private Schools; *Public Schools; School Districts; *School Statistics; Special Education; State Government; State Programs; *State Surveys; Tables (Data)
IDENTIFIERS- *Educational Information; *New York

This document presents 69 tables of pertinent statistics on education in New York State for 1990-91 and trends for earlier years. Focus is on summary tables and figures. Data, obtained from the Information Center on Education of the New York State Education Department, for elementary schools and secondary schools, higher education, professional education, and special programs are reported. The following seven chapters are included: (1) statistical highlights of 1990-91; (2) public elementary schools and secondary schools (classroom and staff); (3) public elementary school and secondary school students; (4) finances of public elementary schools and secondary schools; (5) non-public schools (enrollment and staff); (6) colleges and universities; and (7) special services of the New York State Education Department. In the fall of the 1990-91 school year, 3,046,257 students were enrolled in 719 public school districts in New York State. During the 1990-91 school year, 158,517 students graduated from high school, and 1,025,126 students were enrolled in 247 colleges and universities throughout New York State. Appendix A presents tables providing details for separate school districts, and Appendix B provides definitions of public school expenditure and revenue categories used in the preceding tables. (RLC)

ED 353 307 TM 019 371

Hall, Gene E.; And Others
Measuring Change Facilitator Stages of Concern. A Manual for Use of the CFSoC Questionnaire.
PUB DATE- 91
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Measures; *Change Agents; Educational Attitudes; *Educational Change; Educational Innovation; Elementary Secondary Education; *Questionnaires; *Rating Scales; Scoring; Teacher Attitudes; Test Interpretation; Test Manuals; *Test Use
IDENTIFIERS- *Change Analysis; *Change Facilitator Stages of

IDENTIFIERS- *Academic Misconduct; *Academic Misconduct Survey; Student Surveys

This study assessed whether the Academic Misconduct Survey (AMS) can distinguish groups of teacher education students relative to their propensity toward various forms of misconduct. Focus was on identifying clusters of persons within each school who had a propensity toward the various academic misconduct constructs. The AMS includes 41 Likert-type items that measure academic misconduct across 5 constructs. In the spring of 1991, the AMS was administered to 90 undergraduate teacher education students enrolled in foundations of education classes in 1 large urban state university, 1 small rural state university, and 1 small private religious college in the southern United States. Data from 15 students in each school were used in the analyses, for a total sample of 45 students. Separate Q-technique factor analytic procedures were conducted for each sample. Several identifiable person factors emerged across these various analyses. Similarities in results across the three samples suggest that the results are due to systematic differences in people rather than spurious correlations attributable to sample bias. Students across the three schools give higher ratings to items pertaining to quasi-misconduct, cheating on tests and assignments, and use of illegal resources. There were fewer occurrences of use of illegal resources. Individuals across schools gave lower ratings to items related to subtle manipulation and bold manipulation. Six tables and an appendix listing AMS items are included. (Author/RLC)

ED 353 325 TM 019 389

O'Neal, E. C.; Kirk, Pamela A. Catledge

Effects of Educational Reforms on Pre-Post Reform NTE Scores of Physical Education Majors.

PUB DATE- Nov 92

NOTE- 14p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Knoxville, TN, November 11-13, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Entrance Examinations; College Students; Comparative Testing; Curriculum Development; *Educational Change; Elementary Secondary Education; Higher Education; *Licensing Examinations (Professions); National Programs; *Physical Education; Pretests Posttests; Professional Development; *Scores; State Legislation; *Teacher Certification; Teacher Education Programs; Testing Programs

IDENTIFIERS- American College Testing Program; Mandated Tests; *National Teacher Examinations; *Policy Implications; Reform Efforts; Teacher Competency Testing

After a review of the recommendations of national reform reports in the 1980's concerning teacher education programs and legislation enacted and regulatory systems established in Mississippi to facilitate educational reform and ensure the quality of teacher education major courses, this paper describes a study of the American College Test that predicts academic success in college and the National Teacher Examinations (NTE) that measure the knowledge base for teaching and predict academic competency. Focus was on looking at the implications of educational reform and program change on the professional development of physical education majors (PEMs) in Mississippi. Two groups were evaluated: (1) subjects in Group

ED 353 342 TM 019 414

Ring, Tracey; Correro, Gloria

Self-Confidence and Evaluation Skills: Changes during the Student Teaching Experience.

PUB DATE- Nov 92

NOTE- 7p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Knoxville, TN, November 11-13, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Change; College Students; Communication Skills; *Education Majors; Elementary Education; *Evaluation Methods; Grades (Scholastic); Higher Education; Pretests Posttests; *Reading Instruction; *Self Esteem; Self Evaluation (Individuals); Standardized Tests; Student Attitudes; *Student Teaching; Test Interpretation

IDENTIFIERS- *Survey of Confidence in Teaching Reading

Changes in confidence to perform selected evaluation activities that occurred for 45 preservice teachers majoring in elementary school education during their student teaching experience were studied. Self-confidence was measured before and after the student teaching semester using the Mississippi State University Survey of Confidence in Teaching Reading (SCTR). An evaluation skills cluster of 13 items was 1 of 5 clusters of skills on the SCTR. Prestudent and poststudent teachers rated interpreting standardized test scores to parents as their least confident task to perform in school. Before student teaching, students were most confident about their ability to explain the grading system. After student teaching, students' confidence in their ability to explain how well the child was doing regardless of grading was highest. The evaluation cluster was the lowest rated of all five reading instruction areas, but it was the cluster in which the greatest increases in confidence occurred. Increased confidence in assessment activities appears to have a significant impact on student teaching. A table summarizes t-test comparisons between prestudent and poststudent scores on evaluation skills. (SLD)

ED 353 343 TM 019 416

Brogan, Ray F.; And Others

Evaluating the Effectiveness of a Pre-Kindergarten Program: Concerns for Utilization.

PUB DATE- Oct 90

NOTE- 17p.; Paper presented at the Annual Meeting of the American Evaluation Association (Washington, DC, October 18-20, 1990).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Child Development; *Curriculum Evaluation; *Evaluation Utilization; *Formative Evaluation; *Instructional Effectiveness; Interviews; *Parent Attitudes; Parent Participation; Preschool Education; Preschool Teachers; Program Evaluation; Public Schools; *Teacher Attitudes; Telephone Surveys

An evaluation of a prekindergarten program was conducted to assess its merit and to assist in the formative revision of program activities. The program operated in a public elementary school in a rural area close to a metropolitan area. Classroom using Astin's theory of involvement. The research tested Astin's theory in predicting variations in career satisfaction by disciplinary category, and the contention that disciplinary differences are critical for understanding faculty culture. The study utilized data obtained from a survey of 35,478 full-time undergraduate faculty, 13,810 of which were in the arts and sciences, designed to gather information on teaching and research activities, interactions with students and colleagues, and job satisfaction. Also used was the input-environment-output approach designed for measuring college impact and evaluating educational programs. Evaluation of the research showed that salary and interest in research are significant predictors of career satisfaction for all arts and science faculty. Only when separate analyses are run by broad disciplinary groups, however, does one find that the influence of these predictors varies considerably between groups. Overall, the research indicated that Clark appears correct in contending that the members of the American professorate are relatively satisfied with their careers; the study also supports Clark's contention that disciplinary differences are crucial in understanding faculty culture. (Contains 15 references.) (GLR)

ED 352 920 HE 026 120

Koon, Jeff
Identifying How To Improve Academic Programs by Linking Various Aspects of Their Delivery to Particular Student Outcomes. ASHE Annual Meeting Paper.
PUB DATE- Oct 92
NOTE- 43p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Minneapolis, MN, October 29-November 3, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- College Outcomes Assessment; *Course Evaluation; Curriculum Development; *Educational Improvement; *Educational Quality; Higher Education; Multiple Regression Analysis; Outcomes of Education; *Program Improvement; Questionnaires; Student Attitudes; Student Educational Objectives; *Undergraduate Study
IDENTIFIERS- *Academic Program Evaluation Questionnaire; *ASHE Annual Meeting

This paper examines a systematic method of improving undergraduate education by using a variant of the academic program evaluation questionnaire, and offers a model for understanding program dynamics and choosing ways to improve academic programs. Analysis is based on mean ratings from an academic program evaluation questionnaire used to elicit student ratings of various aspects of the delivery of their academic major program and such delivery's contribution to some of their own outcomes. Discussion focuses on the development of the research model and the quantitative analysis used to measure the correlations between outcomes and aspects of program delivery. Findings of the regression analyses address the following areas for the rated outcomes: (1) promoting social responsibility or developing skills useful in the community; (2) providing a broad, general, humanistic, or person-centered education; (3) preparing for a career; (4) preparing for graduate or professional school; (5) training in critical thinking and analysis; and (6) being satisfied to date with the major program. It is noted that over half of the

Getting Started, which covers computer workstations; (5) The Data Base Vendor; (6) Special Notes, which addresses how to overcome a lack of journals at the library and set up security on the network; (7) Reference Material, which suggests five additional sources of information for students; (8) Weekly Procedures and Lessons, which contains 8 lessons over a 10-week period; (9) Online Searching Basics, which includes truncation, codes, order, and the map command; and (10) Miscellaneous, which covers Dialog, Datalog Plus, and Ring System Searching. A glossary of terms and an index are also provided. (ALF)

ED 352 938 IR 015 881

Eastmond, Daniel V.
Learning Approaches of Adult Students Taking Computer Conferencing Courses.
PUB DATE- Oct 92
NOTE- 28p.; Paper presented at the Annual Conference of the Northeastern Education Research Association (Ellensville, NY, October 28-30, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Learning; *Adult Students; Computers; Distance Education; Educational Technology; Higher Education; Interviews; *Learning Strategies; Participant Observation; Qualitative Research; Telecommunications; *Teleconferencing

This research, begun in Fall 1991, explored the learning-to-learn strategies of adult students taking computer conferencing courses for college credit. It investigated how these students define effective learning and how they direct their own learning and lifestyles to meet the unique demands of this medium. This research gathered data through unstructured interviews and participant observations, selecting participants through purposeful sampling. It used symbolic interaction as the theoretical approach for data reporting and interpretation. This study not only revealed important aspects of adult learning in the distance education experience and shows effective learning strategies these students employ, but has practical application for instructing learning-how-to-learn with computer conferencing. Discussions of the findings cover (1) making learning effective, i.e., achieving learning success and using one's learning style; (2) general learning approaches, including study patterns, working with others, and personal approaches to learning; (3) online strategies, including overcoming the technological hurdle, processing online information, and dealing with online characteristics; and (4) using off-line resources. Related literature on learning how to learn and computer conferencing is briefly reviewed, and discussions of the conclusions, implications, and significance of the study conclude the report. (Contains 15 references.) (Author/ALF)

ED 352 939 IR 015 883

Burge, Liz
Communicative Competence in Audio Classrooms: A Position Paper for the CADE 1991 Conference.
PUB DATE- 91
NOTE- 4p.; Paper presented at the Annual Conference of the Canadian Association for Distance Education (Toronto, Ontario, Canada, 1991).

research libraries were surveyed in an attempt to determine the extent and general content of their Hearn collections. The survey showed that the most extensive holdings by and about Hearn are the research libraries at Harvard, Tulane, and Columbia Universities, and the Public Library of Cincinnati and Hamilton County. The Library of Congress and Tulane have the largest manuscript collections, with Harvard and the New York Public Library also holding extensive collections. (Contains 8 references.) (KRN)

ED 352 957 IR 054 304

Guy, Jewel
A History of the Clark County Library District: Its Founding and Growth in Southern Nevada.
PUB DATE- Nov 91
NOTE- 78p.; Master's Thesis, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Historical Materials (060)
DESCRIPTORS- *Financial Support; History; Interviews; Librarians; Library Automation; Library Collection Development; *Library Development; Library Expenditures; Library Facilities; *Library Networks; Library Planning; *Library Role; Library Statistics; Library Surveys; Online Catalogs; *Policy Formation; *Public Libraries; Tables (Data)
IDENTIFIERS- Library Funding; Library Support Groups; *Nevada (Clark County); Nevada (Las Vegas)

This paper describes the development from 1963 to 1986 of the Clark County (Nevada) Library District, which includes the rapidly growing urban area of Las Vegas. It notes that, besides responding successfully to a population growth of 330% over two decades, the system was also able to fulfill its original goal of developing local libraries that would become cultural centers for the communities they served. Today system libraries are also home to the symphony orchestra, three professional theater companies, an art museum, and a children's museum. This paper is based on interviews with Jean Ford, who instigated the campaign to found the district, and with district librarians. It also draws on documents describing the system's growth, including a description of the initial petition drive begun in 1963; statistics detailing the growth of the library and the area it serves; the development of cooperative relationships with existing libraries; the institution of a county-wide automated catalog system in 1974; outreach to unserved areas via bookmobile and on-site services; building projects; a discussion of staffing and staff contributions; establishment of a volunteer program; and response to revenue needs and fundraising strategies. Several maps of the service area, documents used in the original petition drive, circulation statistics, annual budget statistics, number of patrons, and total holdings are appended. (Contains 39 references.) (KRN)

ED 352 958 IR 054 305

Baxter, Anne Maria
History of Medicine: A Reference Guide.
PUB DATE- Nov 91
NOTE- 61p.; Master's Thesis, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reference Materials - Bibliographies (131)

holdings. All records for the same title were downloaded from OCLC, encoded, and entered into SPSS. Statistical analysis such as tabulating and frequency distribution are utilized in analyzing the cataloging records. Definitions, examples, AACR2 cataloging rules, subject headings, added entries, and classification numbers clarify the format as well as the cataloging of graphic novels. One conclusion is that there are consistencies as well as inconsistencies in the cataloging record. Another is that graphic novels are not automatically considered juvenile works. Several recommendations based on the study findings are offered: (1) "chiefly ill." should be used in the physical field; (2) a subject heading "Graphic Novels" should be assigned in order to bring out this form of literature; (3) libraries may want to class graphic novels together locally; and (4) more individuals and roles should be listed in the statement of responsibility or notes. An appendix lists the titles of the graphic novels used for analysis. Thirteen computer/CD-Rom citations and seven catalogs are listed in addition to 32 references. (Author/ALF)

ED 352 977   IR 054 327

Jones, Barbara
Survey of Computers in Public Libraries in Ohio, Illinois, Indiana, and Minnesota.
PUB DATE- Dec 91
NOTE- 62p.; Master's Thesis, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Literacy; Computer Software Selection; Financial Support; Library Research; *Library Services; *Library Surveys; *Microcomputers; *Public Libraries; Questionnaires; Users (Information)
IDENTIFIERS- Illinois; Indiana; Minnesota; Ohio

A survey instrument was designed and administered to obtain a broad base of information concerning the presence of computers and computer literacy classes in public libraries in Ohio, Indiana, Illinois, and Minnesota. The results indicate that 50.8% of the 100 libraries that responded to the survey (80.6% of the original random sample) have public access microcomputers while only 9.8% offer computer literacy training. Ohio leads in both the number of public access computers and in the number of computer literacy training classes. The scope of the literacy classes varies widely. Classes are frequently taught by staff members. Software is usually selected by the director or assistant director. Patron recommendation is the primary consideration in software selection. Most of the software used by children is educational, whereas word processing, resume preparation, and Print Shop type programs are typically employed by adults. Funding comes primarily from the libraries' line item budgets, but other sources, in order of their frequency, include individual donations, LSCA (Library Services and Construction Act) grants, Friends of the Library, and foundations. The cover letter and questionnaire are appended. (Contains 102 references.) (Author/ALF)

ED 352 978   IR 054 328

Johns, Alan
Survey of Librarians Using the Myers-Briggs Type Indicator (Form G Self-Scorable).

imaginative ways that people use public information and ways that agencies disseminate it. Witnesses were called who could provide information about: (1) how federal data is used by people who make genuine contributions to the nation's economy and democratic processes; (2) the importance of making information available in electronic formats; (3) innovative and inexpensive ways of making information available; (4) the needs of users of federal information; (5) the techniques and technologies of information access; and (6) the impact of the high cost of public information. This report includes statements from 17 witnesses representing a variety of agencies, such as federal agencies, including the General Accounting Office; the Association of Research Libraries; the information industry, including USA Today and DIALOG; nonprofit organizations, such as the Regional Contracting and Assistance Center, which disseminates public information to assist in economic development; and public interest organizations, including OMB Watch, a research, educational, and advocacy organization that monitors Executive Branch activities. Also included are prepared statements submitted for the record by the witnesses and four appendices, which include three additional statements, an article from the Wall Street Journal, working notes, and a letter. (KRN)

ED 352 996 IR 054 352

Keable, Doreen M.; And Others
Facing the Library Media Challenge of the Nineties: A Survey of Automation in Minnesota Schools.
PUB DATE- May 92
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; *Learning Resources Centers; *Library Automation; *Library Circulation; *Library Standards; *Online Catalogs; Predictor Variables; *Reference Services; School Libraries; School Surveys; State Surveys; Use Studies
IDENTIFIERS- *Minnesota

A survey of school media centers in Minnesota elementary and secondary schools was undertaken to determine the extent of the progress they have made towards meeting the Information Power guidelines for automation. Two hundred schools were selected to receive an eight-page questionnaire, and 57% responded. The results show that Minnesota library media centers have made some progress toward meeting automation guidelines, but that there are still many centers that need to be strengthened. Forty-eight percent of the schools lacked an automated circulation system, 75% percent had no automated catalog, and 84% were not using automation in reference services. These statistics indicate that school library media specialists need to seek out information about automation in order to provide the technology needed in the nineties. The following conclusions are based on analyses of the data received from the respondents: (1) there is a direct relationship between the size of a school and whether the school is likely to have automated catalog, circulation, or reference services; the larger the school, the greater the chance of its being automated; (2) schools are likely to implement automation in this sequence--circulation, the catalog, and reference services; (3) library media specialists are basically satisfied with the circulation system and automated catalog that they footage; (9) an analysis of capital outlay finances, including a review of outlay expenditures by funding source and project type for the previous 5-year period; and (10) recommendations for specific construction, remodeling and renovation plans, as well as data on site acquisition, development, and improvement needs and costs for each campus, totaling $86,637,483 college-wide. (PAA)

ED 353 014 JC 930 043

Holladay, John M.; Zwayer, Sue
Monroe County Community College Writing Across the Curriculum. Annual Reports 1990-1991 and 1991-1992.
PUB DATE- 92
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Basic Writing; Community Colleges; Participant Satisfaction; *Peer Teaching; Program Effectiveness; Student Attitudes; Thinking Skills; *Tutoring; Two Year Colleges; Writing Achievement; *Writing Across the Curriculum; *Writing Improvement; Writing Instruction; *Writing Laboratories; Writing Processes; Writing Skills; *Writing Workshops
IDENTIFIERS- *Monroe County Community College MI

Monroe County Community College (MCCC), in Monroe, Michigan, developed a "Writing Across the Curriculum" program in response to perceived deficiencies in the writing and critical thinking skills of its students. Major features of the program include a Writing Center located in the Learning Assistance Laboratory and Writing Fellows (WF's), veteran writing tutors who work in the Writing Center 2 hours per week and are assigned to work with students in selected classes. MCCC conducted studies in 1990-91 and 1991-92 to measure the success of its writing programs, as well as the satisfaction of the students, faculty, and fellows involved. The studies involved the collection of data on the use of the Writing Center, evaluations of the program by students who worked with WF's, evaluations by faculty who worked with WF's, and evaluations of the program by participating WF's. A winter 1991 survey showed that 82% of the students who had worked with Writing Fellows found their written comments "helpful" or "very helpful," 81% felt the conferences with Fellows were "helpful" or "very helpful," 86% rated the WF's as "effective" or "very effective," and 90% rated the overall program as "effective" or "very effective." Faculty also felt positive about the Writing Center and Writing Fellows program, considering its continuation a very high priority. Comments by the Writing Fellows underscored how much their own writing had improved and how much they enjoyed helping their peers. Newsletters featuring articles on the Writing Across the Curriculum program are attached to each of the reports. (MAB)

ED 353 015 JC 930 044

Van Allen, George H.; Belew, Valerie S.
Mandatory Remediation in Tennessee: Strategy for Promoting Excellence while Serving the Underprepared.
PUB DATE- 92
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

spring 1992, while 58% successfully completed Intermediate Algebra; (6) among the 9 white students in Intermediate Algebra in 1988, none persisted through TLM within four academic years; and (7) for the three groups, the studies indicated that the college is not meeting its goals in terms of transferring more underprepared students and protected ethnic groups. Detailed data tables are included. (PAA)

ED 353 031 JC 930 066

Kangas, Jon
Evergreen Valley College: Persistence of New College Students from Arithmetic, Algebra and Int Algebra through Transfer Level Math, Fall 1988-Spring 1992. Research Reports #261, #294, and #296.
PUB DATE- 92
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; *Arithmetic; College Freshmen; Community Colleges; Comparative Analysis; *Mathematics; Mathematics Education; *Minority Groups; School Holding Power; *Student Behavior; Student Characteristics; Two Year Colleges; Two Year College Students
IDENTIFIERS- Evergreen Valley College CA

A series of studies were conducted at Evergreen Valley College in San Jose, California, to evaluate the persistence of three groups of new mathematics students entering Arithmetic, Algebra, and Intermediate Algebra courses in the fall of 1988. In particular, the studies examined students' persistence from the initial mathematics course, Arithmetic, through Transfer Level Math (TLM), covering the four academic years from fall 1988 through spring 1992. In fall 1988, a total of 193 new students were enrolled in Arithmetic, 158 in Algebra, and 51 in Intermediate Algebra. Findings from the studies included the following: (1) among Arithmetic students, 7% progressed through TLM between fall 1988 and spring 1992, while 20% successfully completed Algebra, and 11% persisted through Intermediate Algebra; (2) Asian students were the only ethnic group in Arithmetic with more than 10% persisting through TLM; (3) among Algebra students, 10% progressed through TLM between fall 1988 and spring 1992, while 20% successfully completed Intermediate Algebra; (4) among Algebra students, Hispanics had the highest rates of persistence through TLM, while no Black students and no White female students persisted through TLM; (5) among Intermediate Algebra students, 25% persisted through TLM between fall 1988 and spring 1992, while 65% successfully completed Intermediate Algebra; (6) 36% of the Asian students in Intermediate Algebra, who comprised 55% of the total group, persisted through TLM; and (7) for the three groups, the studies indicated that the college is not meeting its goals in terms of transferring more underprepared students and protected ethnic groups. Detailed data tables are included. (PAA)

ED 353 032 JC 930 067

Hunt Club Satellite Center Three Part Analysis.
PUB DATE- Jun 92
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)

Kustra, Bob
School/Community Networks for Successful Families: Project SUCCESS. Final Report from Lieutenant Governor Bob Kustra and the Coordination of Social Services Action Group. Presented to Governor Jim Edgar.
PUB DATE- Sep 91
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; *At Risk Persons; Community Involvement; Community Services; Cooperative Planning; Delivery Systems; Early Childhood Education; Educational Improvement; Elementary Secondary Education; *Family Programs; *School Community Relationship; Social Agencies; *Social Services; State Programs
IDENTIFIERS- *Illinois; *Integrated Services

This report presents the recommendations of the Coordination of Social Services Action Group (CSSAG) to the governor of Illinois for the improvement of social services for children and parents within the state. Because of financial constraints, ways to develop a more efficient and effective social service delivery system must be found. To this end, the report recommends that the state focus on two goals: (1) the improvement of child and family well-being by providing services that stress school success, local empowerment, parental involvement, and prevention; and (2) the improvement of collaboration and coordination within and between state and local agencies. The report proposes the creation of a program in which the state will act as the initiator in a process of helping communities implement the new system of service delivery; and individual communities will form local governing boards of parents, school personnel, service providers, and community leaders to assess the needs of their community, identify services to meet local needs, and develop a family-focused delivery system. The report also proposes that, before implementing this program statewide, five pilot sites, at which services are offered to economically disadvantaged elementary school students and their families, be established. Two appendices list the membership of the CSSAG and its main goals. (MDM)

ED 353 051   PS 020 869

Salole, Gerard
Building on People's Strengths: The Case for Contextual Child Development. Studies and Evaluation Papers 5.
PUB DATE- Jul 92
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Behavior Patterns; *Child Development; *Child Rearing; Children; *Context Effect; Coping; Early Childhood Education; Extended Family; Foreign Countries; Nursery Schools; Planning; Self Determination; *Socialization; Social Structure; Sociocultural Patterns
IDENTIFIERS- *Africa

It is often the case that lip service is paid to the strength of indigenous culture while the implications of indigenous peoples' strengths are disregarded in actual project design. This paper shows that indigenous peoples and societies are able

ED 353 070 PS 021 043

Torbert, Marianne; Schneider, Lynne B.
Follow Me Too: A Handbook of Movement Activities for Three- to Five-Year-Olds.
PUB DATE- 93
NOTE- 165p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Cooperative Learning; *Educational Games; *Emotional Development; Physical Activities; *Play; Preschool Children; Preschool Education; *Psychomotor Skills; *Social Development; Teaching Methods; Teamwork
IDENTIFIERS- *Active Learning

This teacher resource book features 49 organized games that involve active movement and that provide positive play experiences for 3- to 5-year-old children. The games in the book encourage cooperative learning and teamwork, and help children develop important social, emotional, physical, and cognitive skills. In addition to detailed descriptions of 49 field-tested games, the book provides general information on using movement games in early childhood. Suggestions for simplifying or complicating the games allow teachers to provide for students' individual abilities and needs. Suggestions for parent involvement, a perceptual motor chart indicating the skills involved in each game, and directions for making inexpensive equipment are also provided. (MM)

ED 353 071 PS 021 044

Freeman, Joan
Quality Basic Education: The Development of Competence.
PUB DATE- 92
NOTE- 256p.; Educational Sciences Series.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Competence; *Competency Based Education; Cultural Differences; Curriculum Development; Early Childhood Education; *Educational Quality; Elementary Secondary Education; Exceptional Persons; *Individual Differences; Intelligence; Literacy; Numeracy; School Community Relationship; Teacher Education; Teaching Methods; Thinking Skills
IDENTIFIERS- *Basic Education

This book provides an overview of ways in which the psychology of child development can improve education and promote children's competence. Part 1 of the book examines individual differences in children. Chapters in this part discuss: (1) the roots of children's competence, and particularly the influences of the environment, heredity, and motivation; (2) intelligence; (3) thinking; (4) literacy and numeracy skills; and (5) exceptional children, including slow-learning and gifted children. Part 2 reviews forms of education that foster children's competence. Chapters in this part discuss learning that is adaptable to many situations and that involves intellectual and thinking skills; teaching that fosters children's competence; and flexible curricula, including child-centered and multicultural curricula. Part 3 considers systems that promote competence in children. Chapters in this part concern teacher education; the format for cultural curriculum development; (3) writing specific and clear objectives for classroom instruction; (4) sample unit outlines for curriculum development; (5) rules for effective, clear writing; (6) interviewing techniques and example of a lesson prepared from an interview; (7) setting up curriculum teams; (8) scope and sequence of curriculum; (9) documenting cultural curriculum resources and available resources on American Indian tribes and Canadian bands; (10) considerations when using books, films, filmstrips, etc.; (11) learning styles; (12) creating a good classroom environment; (13) interpretive illustration and authentication; and (14) examples of cultural lessons. (LP)

ED 353 091 RC 018 440

Chisholm, Anita, Ed.; Cardwell, Guyneth, Ed.
Legacy of the American Indian: Lessons for the Classroom.
PUB DATE- Aug 89
NOTE- 260p.; Material compiled from the Annual National American Indian Cultural Curriculum Development Workshop (9th, Norman, OK, August 7-11, 1989). For a related document, see RC 018 441.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *American Indian Culture; *American Indian Education; American Indian History; *American Indians; *American Indian Studies; Class Activities; *Cultural Education; *Curriculum Development; Elementary Secondary Education; Instructional Materials; Social Studies

This resource guide presents curriculum materials that focus on American Indians and their culture. The materials were compiled at a national workshop that brought together educators from the United States and Canada to develop authentic cultural materials to enhance the educational experience of Indian students. The guide contains lessons in social studies, languages, science, health, art, personal development, physical education, language arts, reading, writing, and family living. Lessons in this guide are organized by grade levels K-12, under the following headings: (1) American Indian languages; (2) American Indian science; (3) American Indian arts and dance; (4) American Indian images; (5) American Indian interpretation; (6) American Indian narratives; and (7) American Indian administration. Each lesson consists of goals and objectives; concepts covered and cultural presentation; class activities; resources; and the name and address of the person who developed the lesson. The document contains numerous illustrations. (LP)

ED 353 092 RC 018 441

Chisholm, Anita, Ed.; Cardwell, Guyneth, Ed.
Teaching American Indian Culture in the Classroom: Lessons for K-12 and Higher Education.
PUB DATE- Jul 89
NOTE- 132p.; Material compiled from the Annual National American Indian Cultural Curriculum Development Workshop (9th, Portland, OR, July 17-21, 1989). For a related document, see RC 018 440.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- American Indian Culture; *American Indian Education; American Indian History; *American Indians; *American Indian Studies; Class Activities; *Cultural Education; *Curriculum

epistemological views of the relationship between sensation and thought. Three time periods of intellectual study were considered: (1) the classical period during which Plato established the model for philosophic inquiry and introduced dualism and Aristotle provided the basis for realism; (2) the Christian period during which St. Augustine established the core of Christian theological supernaturalism and Aquinas blended Christian and Aristotelian thought; and (3) the modern period during which Locke introduced scientific thinking into philosophy, Rousseau established naturalistic ideology into conventional thought, and Dewey formalized a naturalistic, organic philosophy. Connected views of educational theory and practice are also examined, including: (1) classical education for the privileged class which focused on practical skills or oratory or conceptual intellectual abilities; (2) formal Christian education that was used as a means of religious indoctrination focusing on spiritual salvation; and (3) modern education that has focused more on individual, natural development and is moving toward teaching a process of inquiry instead of traditional procedures of action and reaction. This paper suggests that Western educational thought has moved in general accordance with philosophical thought and has become more humanly central. (LP)

ED 353 111   RC 018 930

Talbot, Wendy
Emotional Safety in Outdoor and Experiential Education.
PUB DATE- Oct 92
NOTE- 10p.; In: Hanna, Glenda M., Ed. Celebrating Our Tradition Charting Our Future: Proceedings of the International Conference of the Association for Experiential Education (20th, Banff, Alberta, Canada, October 8-11, 1992); see RC 018 928.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Trends; Experiential Learning; Foreign Countries; Higher Education; *Outdoor Education; Program Descriptions; *Safety; *Security (Psychology); *Sexual Abuse
IDENTIFIERS- Canada; Emotional Abuse; Harassment; *Physical Abuse

This paper introduces the concept of emotional safety in outdoor programming. Information and protocols developed by the Canadian Outward Bound Wilderness School are included that outline procedures that staff follow in the event of an "assault" on any student, volunteer, or staff. For clarification, definitions are given for emotional, physical, and sexual abuse. The protocol for emotional safety includes assessing the situation, reporting information to appropriate staff, implementing evacuation procedures, and reporting physical and sexual assault to law enforcement officials. The protocol for a sexual assault includes specific considerations such as immediate evacuation; the same sex staff member obtaining information from the victim; enforcement of confidentiality; protecting the victim from the alleged perpetrator; preserving any physical evidence; and notification of family members and law enforcement officials. It also describes sexual abuse incidents involving both children and adults, with tips to control the problem. Procedures for addressing suicide include confronting the student about their intent and specific instructions for ensuring the safety of a possible suicidal student. Also included is the Canadian Outward Bound Wilderness School staff workplace harassment policy that defines situations in terms of: sexual harassment;

mathematics curriculum. Results indicated: (1) Each Support Teacher's thoughts and practices changed as a result of the program; (2) Support Teachers were adequately prepared for their new role by increasing their knowledge of and experience in effective instructional strategies and support techniques; (3) Teaching colleagues of the Support Teachers were influenced in varying degrees; and (4) Student results at the end of the first year indicated a more positive attitude towards mathematics, an improved ability to solve problems, and increased conceptual understanding. The third section includes comments on the Support Teacher Program. An appendix includes the Mathematics Support Teacher Reading List. (Contains 26 references.) (MDH)

ED 353 129 SE 053 046

Winn, William; Bricken, William
Designing Virtual Worlds for Use in Mathematics Education.
PUB DATE- Apr 92
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Algebra; Cognitive Development; Computer Assisted Instruction; *Concept Formation; Constructivism (Learning); Courseware; Educational Innovation; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Secondary Education; *Secondary School Mathematics; Spatial Ability; *Symbols (Mathematics); Three Dimensional Aids
IDENTIFIERS- *Representations (Mathematics); *Virtual Reality

Virtual Reality (VR) is a computer generated, multi-dimensional, inclusive environment that can build axioms of algebra into the behavior of the world. This paper discusses the use of VR to represent part of the algebra curriculum in order to improve students' classroom experiences in learning algebra. Students learn to construct their knowledge of algebra from their interactions with the computer concerning algebraic concepts represented in VR. The VR representation of algebra reported in this document is called Spatial Algebra. Spatial Algebra creates a mapping between algebraic concepts and spatial objects. The example provided in this paper maps numbers and variables to blocks, operations to spatial proximity, and algebraic relations to space partitions. Spatial representations of the operations of addition and multiplication; the commutative, associative, and distributive properties of equality; identities; the additive and multiplicative inverses; calculus of signs; and factoring are provided. A final section presents the following reasons why VR should be used in mathematics instruction: (1) VR worlds engage students cognitively and affectively; (2) interactions with the virtual world is intuitive; (3) the virtual world can be programmed to provide various types of guidance to students; (4) virtual objects behave in concrete ways; (5) virtual worlds allow students to explore the same place repeatedly, building a sophisticated understanding of concepts and procedures; and (6) the system can automate some procedures. (Contains 33 references.) (MDH)

ED 353 130 SE 053 048

EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Animals; Childrens Literature; Concept Formation; Curriculum Guides; *Elementary School Science; English (Second Language); English Instruction; Foreign Countries; *Fused Curriculum; Grade 1; Integrated Curriculum; *Language Arts; *Language Skills; Learning Activities; Mathematics Instruction; Primary Education; Process Education; *Science Instruction; Social Studies; Units of Study
IDENTIFIERS- *Bears; Northwest Territories

One of the basic principles of the Language Development Approach is that students must learn the language necessary to understand, talk, and write about all subject areas in order to succeed in school. This book contains information about teaching primary school science in the Northwest Territories with lessons that emphasize language. The goals of the unit are to (1) develop student language proficiency; (2) provide opportunities for students to use language in many different situations and for many different purposes; (3) develop student listening, speaking, reading, writing, and thinking skills including the science process skills; and (4) expand student knowledge of the science concepts related to bears. Following a section on resources (background information on bears, resources included with this unit--various pictures of bears, and related English materials--magazines, lists of children's books about bears, teacher's resources, films, etc.), lesson plans on seven topics (populations, appearance and behavior, habitat of bears, food, bear families, bears and people, and other bears) are presented. Activity ideas for science/social studies, mathematics, language arts, music/poems/stories, art, physical education/movement, and special activities are suggested. Each lesson plan contains the following segments--exercises or activities: English vocabulary, English sentence patterns, English language concepts, special materials required, concept development/language exposure, language practice, and application. Poems, songs, and stories on this subject conclude the guide. The lessons are appropriate for students whose first language is English as well as for students who are learning English as a second language. (CW/PR)

ED 353 146 SE 053 150

Gilmour, Margy; McGregor, Cathy, Ed.
Birds. A Language Development Unit for Science. Life and the Environment: Living/Non-living Things. Grade Two.
PUB DATE- 85
NOTE- 161p.; For other documents in this series, see SE 053 148-149, SE 053 153, SE 053 156-158, SE 053 160-161, and SE 053 163-164; for the overview of this program, see SE 053 072.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Athapascan Languages; *Birds; Canada Natives; Childrens Literature; Concept Formation; Curriculum Guides; *Elementary School Science; English (Second Language); English Instruction; Eskimo Aleut Languages; Eskimos; Foreign Countries; *Fused Curriculum; Grade 2; Integrated Curriculum; *Language Arts; *Language Skills; Learning Activities; Mathematics Instruction; Primary Education; Process Education; *Science Instruction; Social Studies; Units of Study
IDENTIFIERS- Northwest Territories

One of the basic principles of the Language Development Approach

PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Current Events; Drug Abuse; Federal Government; Government (Administrative Body); *Government Role; *Illegal Drug Use; Law Enforcement; *Public Policy; Social Problems; *State Government; State Programs
IDENTIFIERS- *War on Drugs

All nine articles in this periodical issue focus on the theme of the war against illegal drug use, approaching the topic from a variety of perspectives. The articles are: "The Drug War: Meeting the Challenge" (Stanley E. Morris); "Ways to Fight Drug Abuse" (Bruce A. Feldman); "Treatment Key to Fighting Drugs" (Stan Lundine); "Patience and Persistence: A Winning Strategy in the Drug War" (Jim Jones); "States Vital to National Drug Effort" (Edwin J. Delattre); "Hidden Dangers of the Drug War" (David F. Musto); "A Harmfulness Tax: Legalize and Tax Drugs" (Lester Grinspoon); "Cities Need Money to Fight Drugs" (Julio Barreto, Jr.; Janet E. Quist); and "States Must Lead Local Efforts" (Donald L. Reisig; Richard J. Liles). Connections with the field of education occur in descriptions of student assistance programs and in the emphasis on education as the key to reducing demand. (DB)

ED 353 162   SO 021 859

Schirmer, John
Cognitive Development Assignment: Building Bridges between Chinese-Americans and Elementary School Classrooms.
PUB DATE- 7 May 91
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Attitude Change; *Chinese Americans; *Cultural Awareness; Elementary Education; *Elementary School Curriculum; Field Trips; Individual Development; Non Western Civilization; North American History; *Social Studies

Elementary schools are ideal places to build the bridges between Chinese-Americans and the larger society. Studying the history of Chinese-Americans, examining their many contributions to the United States, and studying the contemporary Chinese-American population are good places to start. There are many books available to help students understand the plight of Chinese-Americans, including "Mountain of Gold" (Betty Lee Sung); "The Chinese Americans" (Milton Meltzer); "Dragonwings" (Laurence Yep); and "Fifth Chinese Daughter" (Jade Snow Wong). Other appropriate activities besides reading include discussions, Chinese American visitors in the classroom, and field trips to Chinatown. In depth studies, experiences, and personal contact with Chinese Americans create lasting impressions in the minds of elementary school children and these impressions help shape their attitudes. (KM)

ED 353 163   SO 021 878

Faraj, Abdulatif Hussein
Education in the World. International Yearbook of Education: Volume XL--1988.
PUB DATE- 88
NOTE- 159p.
LANGUAGE- English

excellent programs in the arts. The report concludes by offering recommendations in the following 15 areas: (1) Making art; (2) Beyond "art and music"; (3) How children grow; (4) Teachers; (5) Artists; (6) Leaders; (7) Future artists; (8) Local treasure; (9) Sharing the wealth; (10) The ill, the isolated and the handicapped; (11) New technology, mass media; (12) Higher degrees; (13) Policy; (14) Funding; and (15) Research. A number of appendices which concern how data for the report were gathered, and a selected bibliography also are included. (DB)

ED 353 185 SO 022 470

McCollough, Thomas E.
Trust & Ethics in School Reform.
PUB DATE- 92
NOTE- 22p.; Paper based on a keynote address delivered at the Annual Meeting of the Council for Educational Development and Research (Washington, DC, November 23-26, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Citizenship Education; *Educational Change; Educational Objectives; *Educational Philosophy; Elementary Secondary Education; *Ethics; Moral Values; Philosophy; Student Educational Objectives; Value Judgment
IDENTIFIERS- *Truth

This paper analyzes ideas that concern the concepts of truth and ethics in order to clarify the issues involved in education reform. Three levels exist in the idea of truth: sincerity, honesty, and the reality of persons. The reality of persons is the central idea of truth and truth at each of these levels is an issue in several ethical criteria for educational reform. There are three ethical ideas that are integrally related to the central idea of truth. These ideas involve the moral imagination, understood as the capacity to empathize with others and to discern creative possibilities for ethical action; the ethical question, stated as "What is my personal relation to what I know?"; and the public realm, or the space in which as free and equal citizens people hold one another accountable for what they know and value. The ideas are developed into a moral framework for applying truth and ethical criteria to education reform efforts. Three criteria of education reform are identified and discussed: equity, excellence, and accountability. An 11-item bibliography is included. (DB)

ED 353 186 SO 022 487

Partridge, Susan
Multiculturalism Remembered, Current Status, Future.
PUB DATE- 92
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cultural Differences; *Cultural Pluralism; *Educational Objectives; Educational Philosophy; Elementary Secondary Education; Ethnic Relations; *Multicultural Education; *Personal Narratives; Racial Bias; Social Integration

This essay contends that while schools and society are and Hungary; "Social Protection from a State Perspective" (Norway); "The Right of Teachers" (Poland); and reports on "The Social Protection of Teachers" in Russia, Sweden, and Turkey. (LL)

ED 353 210 SP 034 100

Butt, Richard; And Others
On Being Personal about the Collective.
PUB DATE- Apr 92
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Autobiographies; *Case Studies; Comparative Analysis; Elementary Education; Elementary School Teachers; Faculty Development; Higher Education; Personal Narratives; *Research Methodology; Teacher Improvement
IDENTIFIERS- Collaborative Writing; Collective Interpretation; Interpretive Research; *Personal Experiences; Story Writing; *Teacher Knowledge

Teacher knowledge and development from the teacher perspective were studied. Teachers wrote their own stories using collaborative autobiography (writing individual stories in groups). This report documents the evolution of the research methodology in discerning the personal, individual, similar, common, and collective as researchers moved from gathering single cases to collections of cases of teachers' stories. Research focused on how to discern and represent what was common or collective without excluding the personal. Stories portrayed details of thinking and acting that teachers brought to the classroom. Researchers read the stories, identified themes, patterns, and essential structures, and noted what events, and vignettes best illustrated story elements. They recorded key words and phrases and represented collaborative interpretation using the teachers' own words and styles. Case studies and a capsule account (interpretive summary of the case study) are offered as well as a comparative analysis of clusters of stories that lets researchers identify types of commonalities relating to teachers' lives within their different experiences. The paper offers an aggregation of cases as a method for exploring commonality. It discusses how researchers can discern qualitative commonality through quantitative encoding and analysis and examines the role of the personal and contextual within qualitative validity and commonality. (SM)

ED 353 211 SP 034 146

Gideonse, Hendrik D.
The Redesign of NCATE, 1980-1986.
PUB DATE- 92
NOTE- 57p.; This paper is a fully documented version of a 1989-90 case study published under the same title in: Gideonse, Hendrik D., Ed. Teacher Education Policy: Narratives, Stories, and Cases. Albany, New York. 1992.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accreditation (Institutions); *Accrediting Agencies; Case Studies; *Change Strategies; Elementary Secondary Education; Higher Education; *Institutional

*Scientific Attitudes; *Teaching Methods; Worksheets
IDENTIFIERS- Child to Child Program; UNESCO

This volume is about children's health, how good science teaching and scientific thinking can improve health, and how health education can contribute to scientific thinking. It is concerned with skills for life: skills which can save and improve lives; skills which go beyond the classroom and are used in daily life and which, when thoroughly learned, last for life. Some of these skills are scientific, and the many examples included show how scientific thinking need not be confined to the laboratory but should be applied in many different situations. The Child-to-Child approach focuses on the many ways that children can spread positive health-related ideas and practices: older children can help younger ones; children can help others of the same age; and children can pass on health messages and take health action in their families and communities. The themes found in this guide include: health is a very important part of every child's education, and learning to live healthy enables people to live happily and study better; health is everyone's concern; prevention is the best way to remain healthy; there are important signs of illness that children can learn to recognize; health means being well in mind as well as in body; and good health is based upon sound knowledge about health. The volume includes sections on: the Child-to-Child approach; good science teaching and learning; evaluation; and books on science and health education. Activity sheets are included on child growth and development, nutrition, personal and community hygiene, safety, and disease prevention and cure. (IAH)

ED 353 230   SP 034 238

Health Education: A Maryland Curricular Framework.
PUB DATE- Mar 92
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Curriculum Development; *Educational Objectives; Educational Philosophy; Elementary Secondary Education; *Health Education; Health Promotion; Lesson Plans; State Curriculum Guides; Student Evaluation; Teaching Methods; *Units of Study
IDENTIFIERS- *Comprehensive School Health Education; Maryland

The curricular framework outlined in this document provides direction for administrators and teachers in planning, developing, and implementing K-12 comprehensive health education programs for Maryland schools. The materials presented are designed to aid local school systems in planning local curricula, developing a local philosophy, defining a local scope and sequence, evaluating the extent to which goals and subgoals are contained in current curricular offerings, and identifying needed curricular content and instructional strategies. The guide contains five sections: (1) "Philosophy" which defines the nature of health education and describes its relationship to society, the learner, and the school curriculum; (2) "Health Education Goals and Subgoals"--broad statements of desired outcome which are derived from the philosophy and which bring direction and clarity to the program; (3) "Expectancies" further delineating the goals and effective instruction from their teacher educators, student teachers implemented standardized lessons to apply selected research-derived teaching behaviors and to increase pupil engagement rates. Based on trained observers' pre- and post-training classroom observations, a significant treatment effect was found for student teachers' teaching behaviors regarding effective instruction and for pupil engagement rates. Ratings from supervising teachers also showed that the student teachers who participated in the course on effective instruction used the recommended instructional skills after completion of the course significantly better than prior to the course. (Contains 22 references.) (Author)

ED 353 249 SP 034 275

Rosaen, Cheryl L.
The Potential of Written Instructional Materials To Improve Instructional Practice. Elementary Subjects Center Series No. 74.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 92
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Change Strategies; Educational Practices; Elementary Education; Elementary School Curriculum; Higher Education; *Instructional Improvement; *Instructional Material Evaluation; Literature Reviews; *Mathematics; *Social Studies; *Teacher Effectiveness; Use Studies
IDENTIFIERS- *Commercially Prepared Materials

This report provides an analysis and synthesis of findings from research regarding the potential of commercially available instructional materials in supporting teachers to teach for understanding, appreciation, and application in elementary level science, social studies, mathematics, literature, art, and music. The findings also address issues related to what teachers need (knowledge, skills, disposition, context) to make full use of the materials' potential, and what needs to be changed in the materials, and why. The report describes a pattern, or mold, that characterizes commonly used written instructional materials in both format and substance, and it identifies problems and issues that emerge from the mold. Distinctive instructional materials in two subject matter areas (social studies and mathematics) are discussed in relation to their potential for supporting teachers in improving instructional practices. The report also considers the kind of resource that written instructional materials provide for elementary teachers responsible for teaching several subjects across the school day and the potential difficulties and tensions in developing improved materials. Two appendices include a summary of instructional materials and elementary subjects center series, and questions relevant to a curriculum materials analysis. (Contains 68 references.) (LL)

ED 353 250 SP 034 276

Ma, Liping
Discussing Teacher Induction in China and Relevant Debates in the United States with a Chinese Teacher: A Conversation with Yu Yi. Craft Paper 92-2.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

5 or 6 in 27 schools with approximately 140 teachers, counselors, and media specialists. Participants were asked how they felt a school might meet or evidence the indicator of school climate in question. Results of a content analysis of responses were used in the subsequent development of a questionnaire and interview items that were consistent with the constructs of recognition and encouragement held by school personnel. Results may also be of interest to administrators and others who wish to give school personnel meaningful recognition and encouragement. Four appendixes list responses from the focus groups, and there is an 18-item list of references. (SLD)

ED 353 269 TM 018 971

Tesh, Anita S.; McKenzie, Claudia S.
An Exploration of the Appropriateness of Including Surveys of Custodial and Cafeteria Workers in a School Evaluation System.
PUB DATE- Feb 92
NOTE- 29p.; Paper presented at the Annual Meeting of the North Carolina Association for Research in Education (Chapel Hill, NC, February 20, 1992).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Dining Facilities; Effective Schools Research; Elementary Secondary Education; *Employee Attitudes; *Evaluation Methods; *Objective Tests; Pilot Projects; *Questionnaires; Research Methodology; School Effectiveness; School Maintenance; *School Personnel; School Surveys; *Service Workers; Test Construction
IDENTIFIERS- Custodians

The feasibility and appropriateness of including personnel with limited literacy skills in a comprehensive school evaluation were studied with 119 cafeteria, custodial, grounds, and maintenance workers in 4 elementary schools, 3 middle schools, and 5 secondary schools. A verbally administered 22-item written questionnaire addressing characteristics of effective schools was prepared and administered. The questionnaire consisted of yes/no type questions. These personnel were able and willing to provide useful evaluative information. Results suggest that inclusion of cafeteria workers, custodial, grounds, and maintenance workers in comprehensive school evaluation is feasible and appropriate. Four tables present study data, and there is an 11-item list of references. Two appendixes contain respondents' comments and procedures and instructions for administering the questionnaire, along with the questionnaire. (SLD)

ED 353 270 TM 018 973

Friedman, Lynn
A Meta-Analysis of Correlations of Spatial and Mathematical Tasks.
PUB DATE- 92
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Correlation; Elementary Secondary Education; Geometry; Mathematics Achievement; *Mathematics Skills; *Meta Analysis; Orientation; *Research Reports; *Sex Differences;

ED 353 289 TM 019 040

Hill, Richard
Assessments Developed in Support of Educational Reform in Contrast to Assessments Developed in Support of Educational Refinement.
PUB DATE- Jun 92
NOTE- 5p.; Paper presented at the Assessment Conference of the Education Commission of the States/Colorado Department of Educational Assessment (Boulder, CO, June 4, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; *Educational Assessment; Educational Change; Educational Improvement; Elementary Secondary Education; Models; *Portfolios (Background Materials); State Programs; *Student Evaluation; Teacher Participation; *Test Construction; Testing Programs; Test Reliability; Test Validity
IDENTIFIERS- Kentucky; *Reform Efforts

Educational refinement is defined as attempts to improve education through incremental improvements in the existing structure, while educational reform refers to change in the structure itself. A strong move is underway to reform education in the United States. It is argued that the development of assessments in support of educational reform requires assessment designs that will be as different as the designs for reform. Assessments developed in support of educational refinement have been highly concerned with issues of reliability. In the design of assessments developed in support of educational reform, the consequential validity of each item becomes an overriding consideration, and the impact on instruction is more important than technical precision. Because teachers and students will have to be daily participants in the process of educational reform, they will have to become involved in assessments. A model for an assessment system to support educational reform is proposed for Kentucky. In this design, portfolios are the primary means by which students are evaluated and schools held accountable. To ensure that portfolios reflect actual learning, the state can institute testing programs to determine which schools require on-site auditing of the portfolio process. (SLD)

ED 353 290 TM 019 043

Young, Beverly L.; And Others
Regularly and Alternatively Credentialed Beginning Teachers: Comparison and Contrast of Their Development.
PUB DATE- Apr 92
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alternative Teacher Certification; Beginning Teacher Induction; *Beginning Teachers; Classroom Research; College Students; Comparative Analysis; Elementary Education; Elementary School Teachers; Faculty Development; Higher Education; *Internship Programs; Interviews; Mentors; Self Evaluation (Individuals); Teacher Attitudes; Teacher Education;

Concern Questionnaire; Facilitators

This manual provides directions for administering, scoring, and interpreting the 44-item Change Facilitator Stages of Concern Questionnaire (CFSoCQ), which measures types of concerns that persons have in relation to their change facilitator role. Section 1 provides background information about earlier research (describing concerns, initial research on teachers' concerns, initial verification of the Stages of Concern about the innovation, development and initial testing of the CFSoCQ, and dynamics of Stages of Concern), and presents a general overview of concerns theory. Section 2 describes the CFSoCQ (definitions of change facilitator stages of concern; means, standard deviations, and alpha coefficients for the CFSoCQ based on 589 and 750 respondents; and intercorrelations of the scale scores on the CFSoCQ based on 589 respondents). Sections 3 and 4 present CFSoCQ administration and interpretation procedures. Section 5 summarizes cautions and limitations of the questionnaire. Six appendixes include a sample cover letter, the CFSoCQ, computer and pencil-and-paper scoring procedures, and a list of references. The CFSoCQ and this manual contribute to the understanding of the educational innovation process and increase the repertoire of methods to make the change process more humane and change facilitators more responsive. (RLC)

ED 353 308 TM 019 372

Hambleton, Ronald K.; Jones, Russell W.
Comparison of Empirical and Judgmental Methods for Detecting Differential Item Functioning.
PUB DATE- 92
NOTE- 23p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 21-23, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Tests; *American Indians; *Anglo Americans; Comparative Analysis; *Item Bias; Judgment Analysis Technique; Multiple Choice Tests; Occupational Tests; *Racial Differences; Reliability; Research Methodology; Research Problems; State Programs; Statistical Analysis; Testing Programs; *Test Results
IDENTIFIERS- Empirical Research; Native Americans

The purpose of this study was to improve both statistical and judgmental methods for detecting potentially biased test items in an attempt to examine the agreement between the results obtained with these methods. If greater agreement between methods can be achieved, test items can be more effectively screened using judgmental methods prior to field testing or actual test administrations. Several methodological shortcomings of current empirical and judgmental methods were addressed. The test data came from samples of 2,000 Native Americans and 2,000 Anglo-Americans who took a 4-choice 150-item Statewide Proficiency Test. Fifteen Native American educators provided item bias reviews. To reduce computer time and facilitate the analyses, 75 items on the test were analyzed. The Mantel-Haenszel procedure was applied to the item responses for the two subject groups. The results suggest that s somewhat higher level of agreement between methods was obtained than has been observed in other studies. The use of cross-validation in empirically identifying potentially biased

1, from 1984 to 1988, were transitional and did not participate in all curricular, entry, and exit regulations initiated through legislative mandates and college of education reforms); and (2) subjects in Group 2, since 1988, were PEMs who participated in all college of education reforms and mandates of the state regulatory bodies. Group 1 is the pre-post education reform group. Group 2 is the post-reform group. Group 2 had significantly higher scores on the NTE subtests (general knowledge, communication, and professional knowledge) and the NTE physical education specialty area. Group 2 had higher scores on the ACT subtests (natural sciences, English, mathematics, and social sciences) and the ACT composite score, but none were significant. The comprehensive changes and institutional restructuring of teacher preparation programs for PEMs were effective. (RLC)

ED 353 326 TM 019 390

Gruetzemacher, Richard R.; Morris, Ronald J.
A Factor Analytic Study of Graduate Education Students' Ratings of Research Methods Instruction.
PUB DATE- Nov 92
NOTE- 19p.; Paper presented at the Annual Meeting of the Mid-South Education Research Association (Knoxville, TN, November 11-13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Course Evaluation; *Education Majors; Factor Analysis; *Graduate Students; Graduate Study; Higher Education; *Introductory Courses; Likert Scales; Masters Programs; *Methods Courses; Preservice Teacher Education; Research Methodology; Student Attitudes; *Student Evaluation of Teacher Performance; Success; Teacher Behavior; Teacher Education Curriculum
IDENTIFIERS- Tennessee; Variance (Statistical)

Constructs underlying student ratings of instruction in an introductory master's level educational research course were investigated in order to gain a better understanding of instructor behaviors that facilitate student success. During academic years 1990-91 and 1991-92, an institutionally developed scale was administered to students enrolled in master's level education courses at a metropolitan university in Tennessee. Students majored in education, counseling, and school psychology. A 17-item institutionally-developed 7-point Likert-type rating scale was used to elicit perceptions of the instructor and course characteristics thought to be related to instructional outcomes. Included among 1,597 student ratings were 144 from students who rated research methods classes. Independent principal components analyses followed by varimax rotations were conducted on ratings from those enrolled in research methods classes and those enrolled in other graduate classes. Research methods ratings yielded 4 factors accounting for 75.2 percent of the variance, while from other graduate education ratings, only 3 factors accounted for 73.3 percent of the variance. The unique research factor "thoroughness" together with specific item comparisons suggested the existence of a different rating policy within research methods classes. Two tables are included. (Author/RLC)

ED 353 327 TM 019 391

McLean, James E., Comp.

observations, telephone interviews with 25 parents, surveys of 2 elementary school teachers, and interviews with the prekindergarten staff provided evaluation data. Results indicate that the program enhances the social, emotional, and cognitive development of the students. Because only two elementary school teachers responded, their information was not used in final program evaluation. The parent surveys suggest a high degree of parent involvement and positive perceptions of parents about the program. The evaluation results will be presented to funding sources. The evaluation process provided several usable suggestions to improve the program, and it highlighted the need for more cooperation between the prekindergarten and the elementary school housing it. Two tables present study data. Appendixes contain the telephone questions for parents, the questions for program staff, and the teacher survey. (SLD)

ED 353 344 TM 019 432

Martin, Janice E.; And Others
The Effects of Internal-External Locus of Control and Selected Demographic Variables on Rational-Irrational Beliefs.
PUB DATE- Nov 92
NOTE- 22p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Knoxville, TN, November 11-13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adults; Age Differences; *Beliefs; Comparative Testing; *Demography; *Employee Attitudes; Employees; Extraversion Introversion; Human Services; *Locus of Control; Personality Measures; Racial Differences; Sex Differences; State Programs
IDENTIFIERS- Internality Externality; *Irrationality; *Rationality

This study evaluated whether or not locus of control mediates rational-irrational beliefs. Data were generated investigating the impact of an internal-external orientation and selected demographic variables (age, race, gender, education, and occupation) on rational-irrational beliefs. Independent variables were locus of control and demographic characteristics, and the dependent variable was beliefs. Data were collected by administering the Internal-External Locus of Control Scale and the Irrational Beliefs Test to 105 state human service agency employees (81 internals and 24 externals). A one-way analysis of variance uncovered significant differences in internal and external females. In addition, there were significant differences in beliefs between internal and external subjects at different educational levels. Results support the view that internally oriented individuals maintain more rational beliefs than do externally oriented people. Nine tables present study data. (SLD)

ED 353 345 TM 019 444

Hipps, Elizabeth Smith; Halpin, Glennelle
The Differences in Teachers' and Principals' General Job Stress and Stress Related to Performance-Based Accreditation.
PUB DATE- Nov 92
NOTE- 30p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Knoxville, TN, November 11-13, 1992).
LANGUAGE- English

correlations observed between these ratings of value-added outcomes and aspects of program delivery were statistically significant, and many were high in magnitude. (Contains 29 references.) (GLR)

ED 352 921 HE 026 121

Zhang, Chunsheng; Strange, C. Carney
Shaping Institutional Vision: The Risk of Presidential Leadership in Small Colleges. A Preliminary Report. ASHE Annual Meeting Paper.
PUB DATE- Oct 92
NOTE- 33p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Minneapolis, MN, October 29-November 3, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Administrator Effectiveness; Change Strategies; *College Presidents; Financial Exigency; Higher Education; Individual Characteristics; *Institutional Mission; Interviews; *Leadership; *Leadership Styles; Problem Solving; Risk; *Small Colleges
IDENTIFIERS- *ASHE Annual Meeting

This paper presents the results of a qualitative study of the leadership of nine presidents who have accepted the risks and challenges of executive leadership in nine small Midwestern colleges. Focus is directed toward these presidents' risk-taking strategies with respect to the major leadership challenges of being a senior executive of a small institution. The paper also addresses the variations in strategies discovered and conceptualized metaphorically within a framework of three degrees of institutional health: (1) institutions in critical condition; (2) institutions requiring symptomatic relief; and (3) healthy institutions seeking new levels of institutional performance. Interviews reveal that institutional vitality largely rests on the clarity of its mission, the articulation of that mission to all concerned, and its willingness and capacity for change. Success at risk taking seems to be a function of fit between presidential style and an institution's needs, within the context of institutional health, e.g., an enterprising spirit among presidents of dying institutions. Also, the more intuitive style of problem solving, although high in risk, apparently gives the kind of jolt an institution needs to get going. In some cases, the enthusiasm and sense of hope ingrained by these presidents is capable of instilling new life into an institutional framework that had all but expired. Contains a 90-item bibliography. (GLR)

ED 352 922 HE 026 122

Laden, Berta Vigil
An Exploratory Examination of Organizational Factors Leading to Transfer of Hispanic Students: A Case Study. ASHE Annual Meeting Paper.
PUB DATE- Oct 92
NOTE- 37p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Minneapolis, MN, October 29-November 3, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication (Thought Transfer); *Communication Skills; Distance Education; Elementary Secondary Education; Foreign Countries; Information Theory; Interaction; Nonverbal Communication; Teacher Student Relationship; Teleconferencing; *Verbal Communication
IDENTIFIERS- Audio Virtual Classrooms; *Learning Environments

Classroom practitioners need to move their attention away from the technological and logistical competencies required for audio conferencing (AC) to the required communicative competencies in order to advance their skills in handling the psychodynamics of audio virtual classrooms which include audio alone and audio with graphics. While the technology is new, its associated human interaction issues are not, and if these issues are not handled competently, AC will exist as an under-developed technology in an inferior partnership with computer conferencing. Audio classrooms present three initial conditions: (1) reduced cue load, i.e., less non-verbal information is available; (2) distance is psychological as well as geographic; and (3) temporal immediacy is a given, but contextual immediacy cannot be taken for granted. Three conditions are needed for implementation: (1) audio classrooms have to be in context, i.e., integrated into the whole range of course learning and teaching activities; (2) an informal environment is needed where students feel safe enough to share tentative ideas; and (3) participants need to be time-aware, but not time-constrained. In AC there is a need to focus on people and productivity; feel the delight of academic exploration and discovery; see the AC environment as presenting opportunities; use the ideas and strategies of communications theorists; and develop more sophisticated definitions of interactive competence. (Contains 7 references.) (ALF)

ED 352 940 IR 015 884

McInerney, Valentina; And Others
Computer Anxiety and Student Teachers: Interrelationships between Computer Anxiety, Demographic Variables and an Intervention Strategy.
PUB DATE- Nov 90
NOTE- 9p.; Paper presented at the Annual Conference of the AARE (Sydney, New South Wales, Australia, November 27-December 2, 1990).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Measures; Coeducation; Computer Literacy; *Computer Science Education; Demography; Factor Analysis; Foreign Countries; Higher Education; Microcomputers; *Predictor Variables; Preservice Teacher Education; Pretests Posttests; Psychological Studies; Sex Differences; Single Sex Schools; *Student Attitudes
IDENTIFIERS- Australia; *Computer Anxiety; Preservice Teachers

This study examined the effects of increased computing experience on the computer anxiety of 101 first year preservice teacher education students at a regional university in Australia. Three instruments measuring computer anxiety and attitudes--the Computer Anxiety Rating Scale (CARS), Attitudes Towards Computers Scale (ATCS), and Computer Thoughts Survey (CTS)--

DESCRIPTORS- Annotated Bibliographies; Biographies; Books; Databases; *History; *Medicine; Organizations (Groups); Periodicals; Reference Materials; *Social History

This annotated bibliography lists almost 100 items. It focuses on materials on the social aspects of the history of medicine published after 1981 because there is no other bibliography that does so. The research design relies on the bibliographic method. The end-product is a systematic, enumerative bibliography. The guide includes 13 general reference works; 3 guides; 9 bibliographies; 12 biographies; 8 dictionaries and encyclopedias; 6 indexes and online services; 3 directories; 33 monographs on social aspects of medicine; 5 periodicals; and 5 associations. (KRN)

ED 352 959 IR 054 306

Svenningsen, Karen
Information Building and the Nursing Professional.
PUB DATE- 92
NOTE- 31p.; Appended material is of uneven print quality.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; College Libraries; Higher Education; *Library Guides; Library Instruction; *Nursing Education; Periodicals; Reference Materials
IDENTIFIERS- City University of New York Coll of Staten Island

This annotated bibliography and library guide were developed for use by nursing students at the City University of New York, College of Staten Island library. The bibliography covers handbooks, dictionaries, encyclopedias, and other materials. The guide also includes information on locating relevant articles and how a researcher can obtain a database search from the library. A sample search for materials relating to aging and care of the aging is given as an example. Basic resources for locating books are described and catalog cards citing materials in the subject area are displayed. Instructions for using an index to locate journal articles concludes the guide. Appended material includes sample indexes and a sample periodicals/serials list. (KRN)

ED 352 960 IR 054 307

Richards, Vicki
Learning Disabled Children's Attitudes toward Reading and Libraries.
PUB DATE- Nov 91
NOTE- 72p.; Master's Thesis, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Elementary School Students; Intermediate Grades; Interviews; *Learning Disabilities; Parent Influence; *Public Libraries; Questionnaires; Reading Aloud to Others; *Reading Attitudes; Reading Habits; Sex Differences; Surveys; User Satisfaction (Information); *Use Studies
IDENTIFIERS- *Library Attitudes

The purpose of this study was to measure how learning disabled (LD) children perceive reading and libraries. No similar

PUB DATE- 90
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Librarians; *Personality Assessment; *Personality Traits; Psychological Studies; Self Evaluation (Individuals)
IDENTIFIERS- *Jung (Carl G); *Myers Briggs Type Indicator

A survey conducted in February 1990 asked 100 librarians to respond to a mailed Myers-Briggs Type Indicator (MBTI), a widely used personality survey that determines Jungian personality types. The results of the MBTI can be applied to building work teams in the library. Forty-eight librarians responded to the survey. Their responses were tallied and compared to the results of an earlier survey of librarians. The largest of the 14 groupings identified in this survey had a personality type characterized by originality, great drive, organizational ability, independence, and stubbornness. One of the smallest groups was composed of librarians whose personality type is characterized by a liking for sports and an ability to think on one's feet. The paper includes statistical tables displaying a complete breakdown of the personality groupings identified in this survey by sex and by employment in a public, academic, or special library, as well as a comparison of the results of this survey with a previous survey of 267 librarians. One-paragraph profiles of each of 15 personality types derived from the work of Carl Jung are also included. (KRN)

ED 352 979 IR 054 329

Kesse, Erich
Survey of Micropublishers: A Report to the Commission on Preservation and Access.
PUB DATE- Oct 92
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Colleges; Foreign Countries; Higher Education; *Information Storage; *Microfilm; Microforms; *Microreproduction; *Preservation; Professional Associations; Public Agencies; Publishing Industry; Statistical Analysis; Surveys
IDENTIFIERS- Micropublishing; North America; United Kingdom

Based on a survey previously developed and pretested by the American Association of Law Libraries to gather information about the practices and use of standards by the producers of first generation microfilm, this survey was implemented by the Research Libraries Group, Inc., under contract to the Commission on Preservation and Access. The intent of the survey is to describe the state of preservation microfilming in English-speaking countries, primarily North America and the United Kingdom, by quantifying the methods of production, storage, and availability of microforms. Four types of microfilm producers were targeted: learned societies and professional associations, commercial micropublishers, educational institutions, and government agencies. The survey questions were organized into six categories: (1) general information; (2) microform production and quality control; (3) storage of camera masters; (4) storage containers and enclosures; (5) inspection of stored film; and (6) micropublishing history (e.g., business acquisitions, mergers).

have selected; and (4) those library media specialists who have not yet automated cited lack of money and no perceived need for automation. A copy of the questionnaire used in this study is appended. (KRN)

ED 352 997 JC 920 356

Fullen, Jim, Ed.
OATYC Journal, Fall 1990-Spring 1991.
PUB DATE- 91
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *College Faculty; *College Programs; *College Role; *Community Colleges; Economic Development; Engineering Technology; General Education; Library Development; Mentors; Periodicals; Program Descriptions; Student Financial Aid; Student Loan Programs; *Teaching Methods; Technical Writing; Testing; Two Year Colleges; *Two Year College Students; Unions; Writing Instruction
IDENTIFIERS- *Ohio

Published by the Ohio Association of Two-Year Colleges, the "OATYC Journal" is designed to provide a medium for sharing concepts, methods, and findings relevant to the classroom, and an open forum for the discussion and review of problems. This 16th volume of the journal, consisting of the fall 1990 and spring 1991 issues, contains the following articles: (1) "Miami University Middletown--Celebrating Its Silver Anniversary Year!" by Dick Sollmann; (2) "Using Tests to Help Students Learn," by Jerry Bergman; (3) "The Federal Supplemental Loans for Students Program: A Bad Bargain for Public Two-Year Technical and Community College Students," by Charles Rubin, Jr.; (4) "Using the Feasibility Study to Promote a Communication Strategy in Technical Writing," by Terry White; (5) "General Education: In Search of Facts," by Lawrence Locke; (6) "A Study of the Instructional Methods in the Introduction to Psychology Classes at Columbus State Community College," by Jonnie H. Budke, Judith D. Gentry, and Garfield A. Jackson; (7) "Do Today's Two-Year College Faculty Members Need the Protection of a National Union?" by Joseph H. Barnett, III and Ed Lamp; (8) "Kent State University, Geauga Campus: A Campus Involved in the County's Economic Development," by Robert C. Peterson and Larry D. Jones; (9) "Narrowing the Gap between Engineering Technology and Local Industry," by Edward W. Lazor; (10) "The Plural 'I,'" by John Fallon; (11) "The Library of the (Not-So-Distant) Future," by Peter Lyman; (12) "On the Road with Technical Writing: Teaching the Employee to Write Better," by Viola Newton; and (13) "Are Faculty Mentoring Programs Effective?" by Linda Houston, Arnold Mokma, and Nancy R. Stone. (JSP)

ED 352 998 JC 920 560

McGrath, Dennis; Spear, Martin B.
The Academic Crisis of the Community College.
PUB DATE- 91
NOTE- 189p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140),Books (010)
DESCRIPTORS- Academic Standards; Access to Education; *College Faculty; *College Role; Community Colleges; Culture; Educational Change; Educational History; *Educational Trends;

(141)
DESCRIPTORS- Academic Aptitude; Budgets; Community Colleges; Educational Finance; Educational Legislation; *Enrollment Trends; Financial Exigency; High Risk Students; Program Costs; Program Development; Program Effectiveness; *Remedial Instruction; *Remedial Programs; State Programs; *Student Placement; *Testing Programs; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Tennessee

Following a 1984 study revealing the limited preparation of its entering college freshmen, the Tennessee Board of Regents (TBR) intervened dramatically on behalf of underprepared students, providing enhanced funding for remedial courses and requiring that students complete remediation before enrolling in any degree program. Based on their standardized pre-admission test scores, students are either admitted to a college unconditionally, or receive additional testing and, if necessary, remedial placement. The effects of the TBR's intervention have been dramatic. Since 1985, at least 50% of each entering class of full-time equivalent (FTE) freshmen under 21 years of age at the state's 12 community colleges, 2 technical institutes, and 6 universities, have been placed in one or more remedial courses. Of the 13,700 FTE new freshmen placed in remedial courses in fall 1991, 81% were enrolled at the state's two-year colleges, representing 85% of all first-time, degree-seeking two-year college students. Among 1991 new students over 21 years of age at two-year institutions, 95% were placed in remedial courses, up from 74% in 1986. The direct costs for remediation at all the state's institutions in 1991-92 totaled $23.1 million, creating a budgetary strain. At one two-year institute, Nashville State Technical Institute (NSTI), total fall enrollments from 1984 through 1992 showed no overall growth, while growth in remedial course enrollments increased by 292%, creating significant structural and funding problems at the institute. While the TBR has made a major commitment to underprepared students, the realities of the state budget and enrollment patterns are creating difficulties for the program's continuance. (PAA)

ED 353 016   JC 930 045

Thinking through Writing. Lord Fairfax Community College, 1990-1992.
PUB DATE- 92
NOTE- 147p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Curriculum Design; *Interdisciplinary Approach; Teaching Methods; Thinking Skills; Two Year Colleges; Writing (Composition); *Writing Across the Curriculum; *Writing Exercises; *Writing Improvement; Writing Laboratories; *Writing Skills
IDENTIFIERS- Lord Fairfax Community College VA

In an attempt to improve its students' writing abilities, as well as their critical thinking skills, Lord Fairfax Community College, in Virginia, developed a program called "Thinking through Writing." The project designers believed that concept formation, classification, memory enhancement, and other learning/thinking skills could be enhanced by discipline-centered writing. In the first year of the 2-year program, the faculty researched possible methods for meeting both their

DESCRIPTORS- College Credits; Community Characteristics; Community Colleges; Credit Courses; Full Time Equivalency; *Institutional Characteristics; Noncredit Courses; Program Descriptions; *Satellite Facilities; *Student Characteristics; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Seminole Community College FL

Consisting primarily of data tables and charts, this report on the Hunt Club Center (HCC) at Seminole Community College (SCC) in Sanford, Florida, presents information on course offerings and full-time equivalency (FTE) production for academic years 1987-88 through 1991-92; HCC area demographics; and student characteristics during fall terms 1990 and 1991, respectively. Study findings include the following: (1) the majority of courses, student enrollments, and FTE generation at HCC are for college credit; (2) college credit courses have had a greater enrolled class size than noncredit classes; (3) though sporadic, growth at HCC has been fueled primarily by evening classes; (4) generally, student FTE's increase in response to increases in course offerings; (5) HCC is located close to the highest growth areas in Orange and Seminole counties; (6) while the lower income areas of Orange county may resemble the more traditional sources of community college students, such areas have a much smaller population than their Seminole county equivalents, and targeting these Orange county areas may limit enrollment growth potential; (7) over 25% of HCC enrolled students are attending on a full-time basis and are enrolled in college-credit courses; (8) approximately 50% of HCC students also attend SCC; (9) in all types of courses, HCC students generated more FTE at HCC than at SCC; (10) the majority of HCC college credit and college preparatory students enrolled exclusively in evening classes, while the majority of continuing education and vocational/technical students enrolled exclusively in day classes; and (11) the HCC student body has a greater percentages of white students than SCC. (PAA)

ED 353 033 PS 020 421

Adams, Gina; Sandfort, Jodi R.
State Investments in Child Care and Early Childhood Education.
PUB DATE- Mar 92
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *At Risk Persons; Comparative Analysis; *Day Care; Differences; Disadvantaged Youth; Early Childhood Education; *Educational Policy; Federal Aid; *Financial Support; *Low Income Groups; National Surveys; *State Aid

This study examined state expenditures during fiscal year 1990 for programs that helped low-income families purchase child care, provided preschool education services to children, or provided child care assistance to special groups of families such as families with teen parents, migrant or refugee families, and families whose children are at risk of abuse or neglect. A survey was sent to the state agency in each of the 50 states that administered funds for these programs. The survey included questions on expenditures, eligibility categories, reimbursement rates, and quality of care. Findings indicated that state expenditures on child care and early childhood development ranged from $0.24 per child to more than $70.00 per child. It was concluded that: (1) states invest too little money in child care and early childhood education; (2) despite new federal resources for child care appropriated in Fiscal Year 1990, resources are not sufficient to meet the need to cope with an extraordinary number of permutations, and that their coping mechanisms are both infinitely resilient and enormously adaptable. The most obvious strength and resource of African children is the extended family. Other strengths and resources available to African infants and young children through their indigenous socialization processes include the structure of the siwindhle, or nursery, and the role of old women in imparting social knowledge to the children. The everyday socialization process that takes place around an African child is too significant to be ignored, and there is a need for a deeper and more intimate understanding of the invisible social fabric that holds the society together. Once the context of African socialization is understood, then the ability to use the African institutions developed expressly to facilitate child development will naturally follow. Teacher training institutes must develop respect for traditional practices so that new teachers cease to think of themselves as the ones with knowledge and become sensitive to other socializing agents in the community. (SM)

ED 353 052 PS 020 884

Harriman, Marilyn Williams
2 + 2 Tech Prep Early Childhood Professions Postsecondary Curriculum Guide: An Articulated Program for Secondary and Postsecondary Students.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- Jun 92
NOTE- 716p.; For related documents, see ED 339 463 and PS 020 885.
LANGUAGE- English
EDRS Price- MF04/PC29 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Articulation (Education); Certification; Child Caregivers; Child Development; *Competency Based Teacher Education; Course Descriptions; Curriculum Guides; Early Childhood Education; Health; High Schools; *Learning Activities; Nutrition; *Postsecondary Education; Safety; School Community Relationship; Teacher Guidance; Two Year Colleges
IDENTIFIERS- *2 Plus 2 Tech Prep Programs; Special Needs Children; Texas

This curriculum guide is designed for students in Texas' 2 2 Tech Prep program, which trains individuals who followed the general track degree program in high school to provide high quality care and education to young children. The guide is for students entering the third phase of the program, in which a set of intermediate postsecondary core courses is taken. Occupational objectives for various child care staff positions are listed and terms used in the guide are defined. Recommended degree plans for high schools, colleges, and community colleges are detailed, and learning outcomes are listed according to functional areas of knowledge. The curriculum is competency-based and is organized around core knowledge areas recognized as basic to appropriate care and education for young children. Competencies and learning activities are described for the following courses: (1) safety, health, and nutrition; (2) growth and development from conception through preadolescence; (3) learning environments for children from birth through 2 years, from 3 through 5 years, and from 6 years through preadolescence; (4) guidance techniques and group management; (5) the child and family, the community, and staff relationships in a multicultural world; (6) the child with special needs; (7) program administration, administration of the child care education program, management techniques for role of the school in the community, including school organization, mentoring, cooperation between schools and parents, and the importance of play; and issues related to children's competence in different cultures, including the promotion of literacy and the effect of deprivation on children. A list of 146 references is provided. (BC)

ED 353 072 PS 021 045

Beyond Tinkering: Transformation. A Community Plan for Helping All Children Learn.
PUB DATE- Sep 92
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Community Action; *Community Involvement; Community Planning; Early Childhood Education; *Educational Improvement; Informal Assessment; *Learning Readiness; Public Policy; *School Readiness; State Programs; Young Children
IDENTIFIERS- America 2000; *Maine; *National Education Goals 1990

This booklet is designed to help people in Maine communities organize on a local level to address one of the main goals of the America 2000 program, that all children will start school ready to learn. The booklet suggests that this goal is more complicated than it first appears and that its meaning can vary, depending upon the perspective from which it is viewed. Meeting this complex and important goal will require more than a master plan developed by a few community leaders and government officials. Members of local communities who care about children must come together to identify the problems of and the possibilities for helping children succeed in school. An appendix outlines ideas for organizing community groups, including: (1) ways for group members to get acquainted, set goals, and examine beliefs; (2) suggestions to stimulate discussion, such as storytelling and the sharing of interpretations; (3) the use of systems metaphors, such as the metaphor of a garden to visually assess how past, current, and future programs have budded, flowered, and withered; (4) the use of storyboards to examine and work with forces that support or obstruct specific goals; and (5) ways to evaluate the success of the group. (Contains 21 references.) (MDM)

ED 353 073 PS 021 047

Blue Sky Below My Feet: Daycamp & After School Programs--9 to 11 Year Olds. Leader's Manual.
PUB DATE- 91
NOTE- 128p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *After School Programs; *Day Camp Programs; Intermediate Grades; *Nutrition; Preadolescents; Science Activities; *Science Education; Science Programs; *Space Exploration; Space Sciences; Tests
IDENTIFIERS- *National Aeronautics and Space Administration; *Space Shuttle; Space Travel

Development; Elementary Secondary Education; Higher Education; *Instructional Materials; Social Studies

This resource guide presents curriculum materials that focus on American Indians and their culture. The materials were compiled at a national workshop that brought together educators from the United States and Canada to develop authentic cultural materials to enhance the educational experience of Indian students. The guide contains lessons in social studies, languages, language arts, science, health, art, reading, writing, personal development, family living, and physical education. The guide is organized into sections containing lessons for elementary, secondary, and higher education levels. At the secondary and higher education levels, American Indian literature, state and federal Indian policy, and cultural perspectives are addressed in the lessons. Each lesson consists of goals and objectives; concepts covered and cultural presentation; class activities; resources; and the name and address of the person who developed the lesson. (LP)

ED 353 093 RC 018 588

Thomas, Andrew C.; Martin, Oneida L.
Restructuring Rural Schools with School-Funding Inequities.
PUB DATE- 91
NOTE- 14p.; Paper presented at the Annual Conference of Mid-South Educational Research Association (Lexington, KY, November 13-15, 1991). Data tables are not available.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Achievement Gains; *Educational Equity (Finance); Educational Finance; Elementary Secondary Education; Instructional Program Divisions; *Rural Education; Rural Schools; School Based Management; School District Reorganization; *School Effectiveness; Study Skills; *Teacher Effectiveness
IDENTIFIERS- *Tennessee

This study examines achievement test results for one rural Tennessee school district in the context of national and state educational trends. The data were intended to assist in a 5-year school-improvement program that takes rural revenue constraints into account. Rural restructuring has been hindered in part because of rural communities' limited ability to generate funds. Ongoing inequities have been the subject of conflict in all branches of state government in Tennessee. For this study, 954 elementary and middle-school students were tested with the Tennessee Comprehensive Assessment Program (TCAP), consisting of 8 achievement areas. ANOVA statistical procedures were used to determine the effects of grade levels, teachers, and schools on achievement scores. Results did not show significant differences among teachers and schools, but strongly suggested that higher grade levels had a positive effect on achievement. Mean scores for study skills were consistently lower than other skills. The study concludes that educational attainment can be achieved when students are expected to perform at their grade levels. It is also suggested that educators and parents seek ways to help students develop better study skills. The data do not support the concept of the middle school for transitional reasons. (TES)

ED 353 094 RC 018 658

Culpepper, Maribeth; And Others

racial, ethnic, or sexual orientation harassment; and general harassment. Specific steps to take if a staff member is being harassed at the workplace or on an outdoor trip are outlined. (LP)

ED 353 112 RC 018 931

Hanna, Glenda
Jumping Deadfall: Overcoming Barriers to Implementing Outdoor and Environmental Education.
PUB DATE- Oct 92
NOTE- 9p.; In: Hanna, Glenda M., Ed. Celebrating Our Tradition Charting Our Future: Proceedings of the International Conference for the Association for Experiential Education (20th, Banff, Alberta, Canada, October 8-11, 1992); see RC 018 928.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Trends; Elementary Secondary Education; *Environmental Education; Experiential Learning; Foreign Countries; Higher Education; *Outdoor Education; *Program Development; Program Implementation; *Teacher Administrator Relationship; Teacher Education
IDENTIFIERS- Alberta

This paper discusses some of the common barriers confronting outdoor and experiential education teachers and presents strategies for surmounting them. The identified concerns and suggested solutions were obtained from in-depth open-ended interviews conducted with 10 outdoor education/environmental education consultants and teachers in Alberta (Canada). Existing curriculum can be used to develop a support system including teachers, students, and parents to counteract administrative barriers such as withdrawal of funding and lack of support. Teachers need to take advantage of team teaching or personal training to increase their experience and confidence in implementing outdoor education programs. In addition, teachers should design a risk-management plan for their program to deal with safety and liability concerns of outdoor education programs. Creative scheduling and staffing for field trips can help to resolve time conflicts during traditional class periods. Areas and sites for field trips should match a particular program's objectives with the experience of the teacher and students. Available resources such as transportation and equipment should be considered prior to planning an outdoor education program. Finally, budget issues were among the most common obstacles encountered by teachers in outdoor education programming. To resolve the problem, the costs should be kept low initially and fundraising can be conducted through grant writing and student activities. Overcoming barriers means commitment, organization, and persistence on the part of teachers who deliver outdoor and environmental education programs. (LP)

ED 353 113 RC 018 932

Potter, Tom G.
Large Group Weekend Outdoor Experiences: Finding Meaning - Nurturing Growth.
PUB DATE- Oct 92
NOTE- 9p.; In: Hanna, Glenda M., Ed. Celebrating Our Tradition Charting Our Future: Proceedings of the International Conference of the Association for Experiential Education (20th,

Carroll, William M.
The Use of Worked Examples in Teaching Algebra.
PUB DATE- Apr 92
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Addition; *Algebra; Analysis of Variance; *Cognitive Development; Equations (Mathematics); High Schools; High School Students; *Mathematics Achievement; Mathematics Education; *Mathematics Instruction; *Modeling (Psychology); Polynomials; Schemata (Cognition); Secondary School Mathematics; Subtraction; *Teaching Methods
IDENTIFIERS- *Worked Examples (Mathematics)

Some research on the learning of mathematics and on learning in general suggests that students may acquire knowledge more efficiently when presented with worked examples rather than the traditional lecture-and-then-practice format. Good worked examples may facilitate the development of mathematical schemata, while a means-end approach may retard schema development. In the three studies reported here, this research was extended from a laboratory setting to the classroom in which the topics were presented as part of the algebra curriculum by the regular instructor. The length of the studies ranged from 2 days to 13 days. Students in three algebra classes in an urban public high school were assigned to either a worked example (WE) or a conventional practice (CP) learning condition. On posttest measures (posttests, in-class worksheets, and homework), students in the WE condition did as well or better than students in the CP condition. A number of these differences favoring the WE group were statistically significant (p .05). ANOVAS also found a significant Achievement X Learning Condition interaction with low achievers benefiting more from the worked examples than high achievers and in some cases performing as well as high achievers in either instructional group. Additionally, students in the WE learning condition completed the lessons more quickly, completed more homework, and worked more independently. (Author)

ED 353 131   SE 053 053

Stecher, Brian M.
Describing Secondary Curriculum in Mathematics and Science: Current Status and Future Indicators. A RAND Note.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 92
NOTE- 137p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Course Content; Curriculum; Curriculum Development; Curriculum Research; *Data Collection; *Educational Trends; Enrollment Rate; *Graduation Requirements; *Mathematics Curriculum; Mathematics Education; Measurement Techniques; *Science Curriculum; Science Education; Secondary Education; Secondary School Mathematics; Secondary School Science; Surveys
IDENTIFIERS- *Educational Indicators; National Assessment of Educational Progress

The quality of mathematics and science education in the United States and the goal of becoming first in the world in those two disciplines are topics of concern. This study attempts to describe the current condition of mathematics and science is that students must learn the language necessary to understand, talk, and write about all subject areas in order to succeed in school. This book contains information about teaching primary school science in the Northwest Territories with lessons that emphasize language. The goals of the unit are to (1) develop student language proficiency; (2) provide opportunities for students to use language in many different situations and for many different purposes; (3) develop student listening, speaking, reading, writing, and thinking skills including the science process skills; and (4) expand student knowledge of the science concepts related to birds. Following a section on resources (background information on birds, resources included with this unit--various pictures of birds, related English materials--magazines, lists of children's books about birds, teacher's resources, films, etc., and related native language materials), lesson plans on six topics (living/non-living things, appearance and behavior, habitat of birds, food, life cycle, and people and birds) are presented. Activity ideas for science/social studies, mathematics, language arts, music/poems/stories, art, physical education/movement, and special activities are suggested. Each lesson plan contains the following segments--exercises or activities: English vocabulary, English sentence patterns, English language concepts, special materials required, concept development/language exposure, language practice, and application. Poems, songs, and stories on this subject conclude the guide. The lessons are appropriate for students whose first language is English as well as for students who are learning English as a second language. (PR/CW)

ED 353 147 SE 053 153

Gilmour, Margy; McGregor, Cathy, Ed.
Fish. A Language Development Unit for Science. Life and the Environment: Populations. Grade Three.
PUB DATE- 87
NOTE- 173p.; For other documents in this series, see SE 053 148-150, SE 053 156-158, SE 053 160-161, and SE 053 163-164; for the overview of this program, see SE 053 072.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Athapascan Languages; Canada Natives; Childrens Literature; Concept Formation; Curriculum Guides; *Elementary School Science; English (Second Language); English Instruction; Eskimo Aleut Languages; Foreign Countries; *Fused Curriculum; Grade 3; Ichthyology; Integrated Curriculum; *Language Arts; *Language Skills; Learning Activities; Mathematics Instruction; Primary Education; Process Education; *Science Instruction; Social Studies; Units of Study
IDENTIFIERS- *Fishes; Northwest Territories

One of the basic principles of the Language Development Approach is that students must learn the language necessary to understand, talk, and write about all subject areas in order to succeed in school. This book contains information about teaching primary school science in the Northwest Territories with lessons that emphasize language. The goals of the unit are to (1) develop student language proficiency; (2) provide opportunities for students to use language in many different situations and for many different purposes; (3) develop student listening, speaking, reading, writing, and thinking skills including the science process skills; and (4) expand student knowledge of the science concepts related to fish. Following a

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cooperative Education; Developing Nations; *Educational Administration; *Educational Assessment; *Educational Development; Educational Objectives; Elementary Secondary Education; *International Education; International Educational Exchange
IDENTIFIERS- Africa; Arab States; Asia Pacific Region; Caribbean; Europe; Latin America; North America; *UNESCO

This report is designed to familarize educators with systems of education in a selected sample of countries and with the development that has occurred in these systems between 1984 and 1986. The information presented is drawn largely from national reports and questionnaire reports summarized by member states of UNESCO at the International Conference on Education. The reports focused on development during 1984 and 1986 in Africa, the Arab States, Asia and the Pacific, Europe and North American, and Latin America and the Caribbean. Each of the volume's first five chapters is divided into two parts: a comprehensive analysis of the educational development in each region; and a writing-by-writing analysis of such national features as principles and objectives of education, administration management, the education system, teacher training developments education 1984-86, and educational structures. Countries are listed alphabetically under each area. The last portion of the volume presents a comprehensive overview of the major findings of the report. In chapter 6, selected education systems are examined in terms of economic, philosophical, cultural, political, and religion factors. Chapter 7 is a comparative analysis of the regions discussed in the preceding chapters and a description of the overall characterics of each region. (DB)

ED 353 164 SO 021 890

Jones, Susan; Berman, Sheldon
Talking about War in the Persian Gulf: A Discussion Guide for Parents.
PUB DATE- 91
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Childhood Needs; Children; *Controversial Issues (Course Content); Elementary Secondary Education; Parent Child Relationship; Parent Education; *Parent Materials; Parents as Teachers; *War; Youth
IDENTIFIERS- *Gulf War

This guide offers answers to questions parents may have about discussing the Persian Gulf War with their children. The following questions are among those chosen: Should children watch programs about the War in the Persian Gulf? Won't it just scare children more if we talk about it? How can I listen to my children in the most effective and helpful way? How do I deal with the conflicting opinions that exist about the War? What should I do if my child wants to learn more about War but the school isn't teaching about it? A section on the role schools can play in helping children to cope with and learn about the Persian Gulf War is included. A 17-item list of resources for parents also is included. (DB) undoubtedly becoming increasingly multicultural, teachers and parents need to emphasize the common bonds that hold U.S. citizens together instead of emphasizing differences that separate them. Personal memories and recent journal and newspaper articles are drawn upon to support this view of multiculturalism and multicultural education. An 11-item bibliography is included. (DB)

ED 353 187 SO 022 493

Calleja, James; Daffern, Thomas
Peace Education: Perspectives from Malta and England. Peace Education Miniprints No. 25.
PUB DATE- Feb 92
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Educational Change; Educational Objectives; Educational Philosophy; Elementary Secondary Education; Foreign Countries; Higher Education; *International Education; *Peace; Teaching Experience; War
IDENTIFIERS- *England; *Malta; *Peace Education

The project group "Preparedness for Peace" at the Malmo School of Education in Sweden studies ways of helping children and young people to deal constructively with questions of peace and war. As part of this work, experts with special interest and competence in areas related to peace education are interviewed. This publication explores the views of James Calleja and Thomas Daffern. James Calleja is executive director of the Foundation for International Studies at the University of Malta and coordinator of its peace education activities. Thomas Daffern is involved in various activities related to peace studies at the Institute of Education, University of London, as a teacher and as a researcher and development officer. (Author)

ED 353 188 SO 022 494

Lawson, Max; Hutchinson, Frank
Peace Education in Australia: The Legacy of the 1980s. Peace Education Miniprints No. 27.
PUB DATE- Mar 92
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Educational Change; *Educational Development; *Educational History; Educational Policy; Elementary Secondary Education; Foreign Countries; Higher Education; *International Education; International Organizations; *Peace; *Politics of Education
IDENTIFIERS- *Australia; *Peace Education

After a brief introduction to the historical background of the peace education movement in Australia, this paper surveys major events concerning peace education in Australia in the 1980s. Peace education efforts in Australia have experienced successes as well as setbacks, and that the fate of such efforts often is at least in part, related to national and local political forces. (DB)

ED 353 189 SO 022 545

Leming, Robert S.; And Others
State of Indiana v. Jamie L. Curtis: "The Case of the

Evaluation; Organizational Change; Peer Evaluation; Policy Formation; Professional Associations; *Teacher Education Programs; Teacher Educators
IDENTIFIERS- Knowledge Base for Teaching; *National Council for Accreditation of Teacher Educ; Reform Efforts

By 1978, those associated with the National Council for Accreditation of Teacher Education (NCATE) knew that serious internal and external problems existed. This paper describes the redesign of NCATE and is presented as a case study of political, organizational, and professional complexity. Data were gathered from four sources: (1) published material pertaining to redesign and its antecedents; (2) all pertinent records of the NCATE Council and Coordinating Board; (3) 35 one-hour telephone interviews conducted between the end of November 1989 and the beginning of March 1990; and (4) interviewee responses to the draft of the present paper. The benefit of a decade's perspective reveals a profession responding to its own perceived needs to change. Findings suggest that on the strength of the evidence in this case, teacher educators have acquired a broader and deeper reality principle and public mindedness; proponents of reform can take useful lessons from the NCATE story. Three appendices list names and professional affiliation of case study interviewees, November 1989 to March 1990; NCATE case interview questions; and an abbreviated NCATE Redesign Chronology. (Contains 38 selected references.) (LL)

ED 353 212 SP 034 164

Weinstein, Mark
Critical Thinking and the Psycho-logic of Race Prejudice. Resource Publication Series 3, No. 1.
PUB DATE- 90
NOTE- 25p.; For other documents in this series, see SP 034 165-167.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Attitude Change; Cognitive Psychology; Cognitive Structures; *Critical Thinking; Educational Environment; Educational Principles; Elementary Secondary Education; Intervention; *Racial Bias; *Schemata (Cognition); *Teaching Methods; Thinking Skills

For those who espouse critical thinking as an educational ideal, the issue of race prejudice should be addressed as an obvious and pernicious example of uncritical thinking because to hold racially prejudiced beliefs is to believe without being appropriately moved by reason. This paper attempts to ascertain how and where critical thinking can come to grips with race prejudice by: (1) developing a notion of critical thinking that offers guidance, (2) elaborating on those aspects of the issue that seem to offer possible areas for remediation of prejudiced attitudes through critical thinking, and (3) offering plausible suggestions about how prejudice reduction can be accomplished. Three modes of analysis relevant to critical thinking have been followed by psychologists and sociologists in their explorations of racial prejudice. These modes focus on: world views or transmitted systems of belief reinforced through socialization, faulty generalization based on cognitive processes, and underlying psychodynamic structures. This paper focuses on the pedagogy of the cognitive approach; it reviews central tendencies in the accounts of prejudice offered by cognitive psychologists, with emphasis on the structures and operations that underlie stereotyping. Critical thinking strategies; (4) "Illustrative Objectives" (sample objectives which show how goals and subgoals may be treated at different instructional levels); and (5) "Curriculum Assessment and Development" which describes how to develop and use goals, subgoals, and objectives in the preparation of health education scopes, sequences, and instructional units. Guidelines are provided for curriculum specialists and teachers to assess existing curricula and develop new curricula. Examples of specific behavioral objectives and topics for different grade levels are given. (IAH)

ED 353 231 SP 034 241

Sherman-Day, Marti; And Others
A Grassroots Collaborative Approach to Professional Development. The South Central Ohio Regional Training Center.
PUB DATE- Nov 92
NOTE- 10p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (San Diego, CA, November 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Demonstration Programs; *Educational Change; Elementary Secondary Education; *Faculty Development; Governance; *Inservice Teacher Education; *Program Development; *School Restructuring
IDENTIFIERS- Ohio State Department of Education; *South Central Ohio Regional Training Center

The South Central Ohio Regional Training Center (SCRTC) is one of the Centers established in response to a directive from the Ohio State Department of Education to: (1) provide teacher-centered professional development experiences that build on the values of collegiality; (2) strengthen teacher leadership in educational improvement and change; (3) provide opportunities for professional development of teachers in new instructional strategies and instructional organization; (4) assist improved assessment practices; and (5) utilize the integration of new technologies and telecommunications. The role of the SCRTC is to provide funds, resources, support, training, professional expertise, and guidance to assist individual sites to begin the process of identifying appropriate systemic change for each unit (individuals, group, building, district). The SCRTC works toward educational reform by assisting with the formation of model sites. Participants at each selected model site (teachers, parents, administrators, etc.) will participate in initial professional development which will assist in defining and working within new roles, planning and decision making, possible alternatives to present delivery systems, and evaluation of the process. Selected sites, which have had their proposals approved, will design a restructuring plan to be implemented during 1993-1994. The restructuring plan will address school governance, teaching/learning delivery processes, school organization structure, and alternative forms of assessment. (IAH)

ED 353 232 SP 034 245

Hauser, Jerald
Dialogic Classrooms: Tactics, Projects, and Attitude Conversions.
PUB DATE- Nov 92
NOTE- 16p.; Paper presented at the Annual Convention of the

PUB DATE- Oct 92
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Apprenticeships; *Beginning Teacher Induction; Educational Practices; Educational Theories; Elementary Secondary Education; Field Interviews; Higher Education; *Laboratory Training; *Mentors; Preservice Teacher Education; *Program Design; Program Implementation; Teacher Education Programs
IDENTIFIERS- *China (Shanghai); Dewey Model; Pedagogical Content Knowledge; Reflective Teaching; United States

This paper introduces a Chinese teacher induction program. In China it is believed that formal teacher education constitutes only half of teacher preparation; the other half has to be accomplished on the job with the active support and involvement of the teaching community. The voice of teachers is introduced to the field of educational research through interviews conducted with Yu Yi, who taught high school Chinese literature for over 40 years and is now principal of a high school in Shanghai. She describes the design and implementation of her school's teacher induction program and theories of how a novice learns to teach. Her views are reminiscent of Dewey's idea of teacher education as laboratory versus apprenticeship; they include the concept of pedagogical content knowledge and educating the reflective practitioner. Conversations with Yu Yi show that a teacher is not just a passive receptor and executor of theory, but a critical discussant and active contributor of theory. (Contains seven references.) (LL)

ED 353 251 SP 034 277

Feiman-Nemser, Sharon; And Others
Are Mentor Teachers Teacher Educators?
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 92
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Alternative Teacher Certification; *Beginning Teacher Induction; Educational Practices; English Instruction; *English Teacher Education; Higher Education; *Mentors; *Professional Continuing Education; *Program Effectiveness; Secondary Education; Teacher Educators; Teacher Persistence; Teaching Experience
IDENTIFIERS- California; *Protege Mentor Relationship

The Mentor Teacher Program in the state of California is designed to retain capable teachers by expanding their rewards and opportunities. This report focuses on the character and quality of mentoring in an alternate route program sponsored by a large urban school district. A 30-hour required training course for mentors introduces them to their new role and provides skills and strategies they can use in their work. Three cases of mentoring, all involving English teachers at the secondary level are described, analyzed, and appraised. The influence of mentor training on mentor's practice is traced and the problematic consequences of that training are pointed out. To

*Spatial Ability; Visualization

The meta analysis reported in this paper considers the implications of combined correlational evidence for the nature of the relationships of mathematical and spatial skills, and for the possibility that spatial skill underlies gender differences in favor of males on mathematical tasks. In all, 136 studies reported in 116 articles and dissertations were considered. Results indicate that corrected space-mathematics correlations are not high. Geometry-space correlations are surprisingly low. Orientation correlations are generally lower than visualization correlations. Verbal-mathematics correlations are usually numerically higher than space-mathematics correlations; same-study differences are frequently significant, especially for two-dimensional spatial tasks. Thus, correlational evidence does not indicate that spatial skill plays a special role in mathematical achievement as mathematics is taught and tested today. Gender patterns sometimes vary. Females' correlations do not differ according to the cognitive level of the mathematics task as often as do those of males. Females have higher verbal-mathematics than space-mathematics correlations in more categories than do males. Correlational evidence does not support the hypothesis that spatial skill underlies gender differences in mathematics. Seven tables and four figures present data from the analysis. There is a 158-item list of references. An appendix contains 16 additional tables of study data. (SLD)

ED 353 271   TM 018 974

Wang, Jing-Jen
An Analytical Approach to Generating Norms for Skewed Normative Distributions.
PUB DATE- Apr 92
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Testing; Computer Oriented Programs; Inferences; Personality Measures; *Scores; *Statistical Distributions; *Test Norms
IDENTIFIERS- *Behavior Assessment System for Children; Minnesota Multiphasic Personality Inventory; *Skew Curves; Smoothing Methods; T Values

Approaches for norming skewed test score distributions are reviewed, and an analytical approach is proposed for norming the Behavior Assessment System for Children (BASC). Methods used in constructing norms for several well-known personality instruments that are reviewed include: (1) linear T-scores transformation in the Minnesota Multiphasic Personality Inventory (MMPI); (2) normalized T-scores transformation in the MMPI; (3) the normalized T-scores transformation of T. M. Achenbach; and (4) uniform T-scores transformation in the MMPI-2. In the development of the BASC, the project team decided that both T-score and percentile norms should be developed for clinical interpretation. The curve-fitting procedure of N. L. Johnson and linear T-scores transformation were applied to each of the BASC scales. Results indicate that this approach can be applied effectively to a variety of skewed data sets. The method can be used as an efficient curve-smoothing procedure, and the percentile norms can be generated easily by the computer program. The combined use of percentiles and linear T-

*Teacher Interns
IDENTIFIERS- California; Teacher Surveys

The possibility of differences between beginning teachers and intern teachers (alternatively certified) during their first years of teaching in the elementary classroom was explored. Data was collected from 66 beginning teachers (recent graduates) and 58 intern students (intern teachers) from a California State University campus regarding certification background, classroom performance, and self-perceptions about their concerns. Seven school districts in Southern California were represented. The intern teachers were in a teaching intern program in which the University agreed to provide educational coursework, instructional seminars, and classroom supervision, while the school district provided a paid position, a district mentor, and district supervision. Data were collected through classroom observations, telephone interviews, and a teacher concern survey. Although there appeared to be no differences in the classrooms of beginning teachers and intern teachers at the end of their first year, beginning teachers continued to demonstrate much higher levels of concern and insecurity about their abilities compared to interns. It is possible that this concern is an indicator of a greater focus on the teaching profession, rather than a manifestation of insecurity. Longitudinal follow-up of these teachers may clarify these results. Two tables present study data, and there is a 20-item list of references. (SLD)

ED 353 291   TM 019 046

Riggs, Iris M.; And Others
An Assessment of Selection Criteria Validity for a Teacher Education Program.
PUB DATE- Apr 92
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Admission Criteria; College Entrance Examinations; *College Students; Correlation; Elementary Secondary Education; Grade Point Average; Higher Education; *Methods Courses; *Predictive Validity; Regression (Statistics); Standardized Tests; Statistical Significance; Student Evaluation; Student Teachers; *Teacher Education; *Test Validity
IDENTIFIERS- California; California Basic Educational Skills Test; NTE Core Battery

The predictive validities of criteria for entrance into a teacher education program were studied, based on the hypothesis that criterion specificity is positively related to the predictive validity of the selection measure. Subjects (N=512) were drawn from approximately 1,200 students in the teacher education program of a small California state university. Measures from student files included the following predictor variables: (1) undergraduate grade point average (GPA); (2) scores on the California Basic Educational Skills Test (CBEST); (3) scores on the National Teachers Examinations; and (4) prerequisite education course grades. Three composite criterion scores of performance were based on student teaching performance as measured by university supervisors and resident teachers. Univariate correlations and multiple regression enabled the simultaneous consideration of all predictors and their relative importance. Consistent with the study's hypothesis, the methods items was one reason for the higher level of agreement. However, the judgmental method implemented in this study appeared to have several shortcomings. Practical implications of the findings are presented. Two tables and one figure are included. (Author/RLC)

ED 353 309 TM 019 373

Market Data Retrieval's Enrollment Report, 1991/92 vs. 1992/93.
PUB DATE- Oct 92
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Trends; Elementary Secondary Education; *Enrollment; Local Norms; National Surveys; *Public Schools; *School Statistics; *State Surveys; Tables (Data); Trend Analysis
IDENTIFIERS- *County Surveys; *Educational Information; Variance (Statistical)

This document provides four tables that contain public school enrollment data for the school years 1991-92 and 1992-93. The following are the tables: (1) public school enrollments for the 50 states and the District of Columbia (a comparison of total state enrollments for 1991-92 compared to 1992-93 listing the variance and percent of variance); (2) county enrollment increases (a comparison of increases in enrollment--1,000 students or more--for 189 counties throughout the United States arranged in descending order by variance); (3) county enrollment decreases in enrollment (a comparison of decreases--1,000 student or more--for 3 U.S. counties arranged in ascending order by variance); and (4) county enrollment variance (enrollment variances--1,000 students or more--for 192 counties arranged in descending order of variance within 36 states). (RLC)

ED 353 310 TM 019 374

Petrosko, Joseph M.
Measuring First-Year College Students on Attitudes toward General Education Outcomes.
PUB DATE- Nov 92
NOTE- 45p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Knoxville, TN, November 11-13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Attitude Measures; College Curriculum; *College Freshmen; Confidence Testing; Curriculum Evaluation; *Educational Attitudes; General Education; Higher Education; *Outcomes of Education; *Rating Scales; Self Evaluation (Individuals); *Student Attitudes
IDENTIFIERS- University of Louisville KY

This study assessed those areas of the college general education curriculum that are rated as most important to entering college students and those areas of the curriculum in which students feel the most confident (i.e., in terms of their abilities).

The Utility, Reliability, and Validity of Holistic Scoring for Writing Assessment Samples. Symposium Presented at the Annual Meeting of the Mid-South Educational Research Association (Knoxville, Tennessee, November 11-13, 1992).
PUB DATE- Nov 92
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Collected Works - General (020)
DESCRIPTORS- Conference Papers; Cues; Evaluation Methods; Grade 10; High Schools; High School Students; *Holistic Approach; Pretests Posttests; *Reliability; Research Methodology; *Scoring; Skill Development; *Validity; Writing Achievement; *Writing Evaluation
IDENTIFIERS- Alabama; Performance Based Evaluation; *Writing Samples

Four papers describe a study of the use of holistic writing assessment procedures in a pretest and posttest manner to determine improvement of 10th graders' writing skills. "Problem and Context" (James E. McLean) briefly describes the project and introduces the other three papers. "Holistic Scoring Procedures for Scoring Writing Samples" (Sybil A. Hobson and D. Joyce Steele) describes use of the holistic procedure for scoring the pre- and post-writing samples collected by the project. The need for a homogeneous group of scorers with similar backgrounds who are open to using prescribed scoring methods is discussed. "Reliability of the Holistic Scoring Procedures for the Blue Ribbon Committee Writing Assessment" (Margaret L. Glowacki) assesses the reliability of holistic scoring for two groups of readers (retired teachers trained in holistic scoring specifically for the project and experienced holistic readers). Controlled essay reading, scoring criteria guide, sample papers, checks on reading in progress, multiple independent scoring, and evaluation and record keeping were used. "Validity of the Writing Assessment" (Marcia R. O'Neal) addresses the validity of the writing assessment, using data for 484 10th grade students in Alabama participating in the fall 1991 pretest and spring 1992 posttest. This study provides some limited evidence for the validity of the writing assessment as used in the Blue Ribbon Committee Project. Writing outcomes measure characteristics similar but not identical to those measured by objective methods. Data show stronger relationships with theoretically similar measures. (RLC)

ED 353 328 TM 019 392

O'Neil, Harold F., Jr.; And Others
Measurement of Workforce Readiness: Review of Theoretical Frameworks.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 92
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Basic Skills; *Competence; Elementary Secondary Education; *Employment Potential; Employment Qualifications; Job Analysis; *Job Skills; *Labor Force; Occupational Tests; *Readiness; Research Projects; Research Reports; *Test Construction; Theories

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Standards; Accreditation (Institutions); Administrator Evaluation; Educational Change; Educational Improvement; *Elementary School Teachers; Elementary Secondary Education; Inservice Teacher Education; Job Satisfaction; Licensing Examinations (Professions); Locus of Control; *Principals; *Secondary School Teachers; State Programs; *Stress Variables; Teacher Burnout; *Teacher Evaluation
IDENTIFIERS- *Alabama Performance Based Accreditation Standards; Measure of Educator Stress; *Performance Based Evaluation; Supervisor Subordinate Relationship

Whether different amounts of general job stress and stress related to the Alabama Performance-Based Accreditation Standards were experienced by teachers and principals was studied in a sample of 65 principals and 242 teachers from 9 Alabama school systems. All subjects completed the Alabama Performance-Based Accreditation Standards Stress Measure, and the Measure of Educator Stress, a general measure of job stress. Discriminant analysis was performed on the responses of 141 teachers and 39 principals. Teachers experienced more stress than principals, with largest sources of stress being job overload, relationships with students, salary and compensation, and subordinate-superordinate relationships. A performance-based accreditation system may be very helpful in school improvement, but to make its use less stressful, teachers should be extremely involved in plans for change. Staff development aimed at fostering a more internal locus of control should be promoted, with research to determine if changing the control orientation reduces stress. Five tables present analysis results. Forty-six references are included. (SLD)

ED 353 346 UD 028 847

New York State Mentoring Program. Program Operation Training Manual.
PUB DATE- 91
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Dropout Prevention; Elementary Secondary Education; Intermediate Grades; *Mentors; *Middle Schools; Program Descriptions; Program Design; Program Effectiveness; Program Evaluation; *Program Implementation; Role Models; School Personnel; State Programs; Student Motivation; *Training; *Urban Schools
IDENTIFIERS- *New York State Mentoring Program

This document is a manual for training personnel working with programs in the New York State Mentoring Program (NYSMP), which promotes mentoring as a way of motivating children to stay in school and make successful transitions to adulthood. Section 1 treats the state program's operating structure, covering general broad objectives, a mentoring database, the role and work of an advisory committee, and mentoring programs for middle school children; it also describes the appropriateness of mentoring for this age level, program structures, the mentor role, and special challenges for this age group. Section 2, "Elements of Effective Programs," covers mentor/protege

(150),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Case Studies; *College Environment; College Outcomes Assessment; College Transfer Students; *Community Colleges; Educational Objectives; Enrollment; Ethnic Groups; Higher Education; *Hispanic Americans; Program Development; Program Implementation; Resource Allocation; *Student College Relationship; Student School Relationship; *Transfer Policy; Two Year Colleges
IDENTIFIERS- *ASHE Annual Meeting; California (San Francisco Bay Area); *Hispanic American Students

Hispanics are the fastest growing ethnic group nationally, yet they continue to be undereducated and underemployed. This paper discusses one community college's success in preparing and transfering Hispanic students to 4-year institutions. The study examined a San Francisco Bay Area high transfer community college, which was experiencing an increase in the enrollment of Hispanic students, to determine how its organizational practices were specifically addressing the transfer of this population. Data are provided that were gathered through interviews with college personnel involved in carrying out the transfer function as part of their responsibilities. Exploratory analysis and findings of the data are presented in terms of four organizational dimensions: commitment; structural context; role performance of staff; and role performance of students. Findings suggest that the intention of the institution, embodied in a policy statement, the college's allocation of resources, its implementation efforts to create facilities and roles to carry out the intent, and the actual roles enacted by the staff, seem to be directly related to and influence the participation and behavior of the students as to whether or not they utilized the transfer-related opportunities offered to them. (Contains 25 references.) (Author/GLR)

ED 352 923   HE 026 123

Simsek, Hasan; Heydinger, Richard B.
An Analysis of the Paradigmatic Evolution of U.S. Higher Education and Implications for the Year 2000. ASHE Annual Meeting Paper. Draft.
PUB DATE- Oct 92
NOTE- 72p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Minneapolis, MN, October 29-November 3, 1992). This paper is scheduled for publication in John C. Smart (ed.) Higher Education: Handbook of Theory and Research, New York, NY: Agathon Press (Fall 1993).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Case Studies; *Change Strategies; *Educational Administration; *Educational Change; *Educational History; Educational Planning; Educational Quality; Educational Responsibility; Futures (of Society); Higher Education; Holistic Approach; Models; *Social Change
IDENTIFIERS- *ASHE Annual Meeting; *Paradigm Shifts; University of Minnesota

This paper addresses societal transformations and higher education's response to these changes and argues that a much larger and deeper change is occurring which should be examined within the context of a paradigm shift. The paper begins with a brief review of the theoretical literature on paradigms; then it demonstrates the use of these constructs in a study of the change process at a land-grant research university (University of Minnesota). Next, the paper enlarges the scope to briefly were administered to the students both prior to and at the completion of a computer training course. The results of these tests were compared to the test scores of a control group of students who did not complete the computer training course. Other variables measured in addition to completion of the computer training course were gender, single sex versus coeducational school type, age, and ownership of a personal computer. Analyses of the data indicate that increased computer experience generally lowers anxiety; computers will cause less anxiety when they are a source of self-directed exploration or diversion than when they are part of formal instruction; the issue of gender differences in computer anxiety is complex and unresolved; confidence may well be linked with computer ownership; the effect of school type appears to be more significant for males than females; student ethnicity showed trend level significance; and, due to the multiple variables, greater computer experience worsens anxiety for some individuals. Evidence from this study also gives further support to previous research that explains computer anxiety from a social learning perspective. (Contains 17 references.) (ALF)

ED 352 941 IR 015 885

Ruberg, Laurie F.; Sherman, Thomas M.
Computer Mediated Communication: How Does It Change the Social-Psychological Aspects of Teaching and Instruction?
PUB DATE- Nov 92
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Computer Assisted Instruction; *Computer Networks; Educational Technology; Electronic Mail; Elementary Secondary Education; Higher Education; *Instructional Design; Media Research; *Predictor Variables; *Psychological Characteristics; *Social Influences; Teacher Education; *Teleconferencing
IDENTIFIERS- *Computer Mediated Communication

This paper examines educational applications of computer-based communications to identify unique tools for learning provided by this medium and to identify key features of successful text-based computer mediated communications (CMC) projects. A review of CMC programs provides guidelines for designing effective teacher training programs in CMC. Since institutions of higher learning are significant sponsors of technology training programs for teachers, an additional section addresses the role of higher education in supporting improvements in teacher training programs. Five dependent variables--performance outcomes, cognitive processing, efficiency, equity of access to instruction, and nature of social interaction--and four independent variables--characteristics of the media, student characteristics, instructional method, and social context of learning and instruction--are described in association with media research. It is suggested that a future research agenda should include the amassing of more data to evaluate critically the most appropriate uses and clientele for CMC. (Contains 33 references.) (Author/ALF)

ED 352 942 IR 015 886

Merickel, Mark L.
A Study of the Relationship between Virtual Reality (Perceived Realism) and the Ability of Children To Create, Manipulate and

studies were found during the literature search undertaken for this project. Twenty-three fourth and fifth grade students identified as learning disabled by their school system were interviewed to collect information on their attitudes toward libraries and reading. The children answered questions about the kinds of library programs they participated in, the kinds of materials checked out, family reading habits, types of reading material they enjoyed, and their perceptions of their own reading abilities. Some questions were presented in a multiple choice format; others were open ended. Data were tabulated according to groups--boys, girls, LD classroom students, and students receiving tutoring. The study found that most of the students had very positive attitudes toward the public library, although only about one third of them said they go the library on a regular basis. The girls had higher average reading attitude scores and library attitude scores than the boys. The girls were read to more often than the boys and attended more library programs. The children who did not think that they read as well as their peers did not enjoy reading less. Children with higher reading attitude scores were also more likely to have parents who were both frequent readers. Eight data display tables, a sample parent letter and questionnaire, a checklist of learning disability warning signs, and a list of what children like and dislike about the public library are appended. (Contains 33 references.) (KRN)

ED 352 961   IR 054 308

Mohler, Joyce S.
Learning Resource Centers of State-Supported Two-Year Community Colleges in Ohio, Minnesota, Indiana & Illinois: An Automation Study.
PUB DATE- May 92
NOTE- 48p.; Master's Thesis, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Community Colleges; Librarians; Library Administration; *Library Automation; Library Networks; Library Surveys; Microcomputers; Online Systems; Optical Data Disks; Questionnaires; Reference Services; Shared Library Resources; Two Year Colleges
IDENTIFIERS- Illinois; Indiana; Minnesota; Ohio

The purpose of this study was to determine the current levels of automation and plans for future automation in state-supported, two-year community college libraries. A second purpose was to examine the impact of independent variables, such as enrollment and professional staff, on library automation. Eighty community college library directors and others responded to a questionnaire designed to determine college demographics; current use and future plans for using an online public catalog; automated systems for circulation, acquisition, serials control, and equipment inventory; computer labs; automated reference services; and resource sharing with other organizations. The majority of respondents were providing state-of-the-art library technology. Fifty-eight percent had automated public catalogs, 52% offered online reference services, and more than 72% provided CD-ROMs for patrons to use. Microcomputers or microcomputer labs were offered by 57% of the respondents. The study found that independent college libraries were as progressive as those affiliated with a central system. Size of enrollment, but not collection size or

Results in each category are described in detail, and conclusions and recommendations based on the these findings are summarized. The latter are concerned with standards of production; the practice of acquiring microform "masters"; inspection programs for stored microfilm; training of staff; and quality assurance programs. It is noted that a copy of the full report of the survey, which includes a directory of micropublishers, is available for sale from the Commission. (ALF)

ED 352 980 IR 054 330

Stout, Connie
TENET: Texas Education Network.
PUB DATE- Oct 92
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bibliographic Databases; *Computer Networks; Computer Oriented Programs; Electronic Mail; Elementary Secondary Education; Higher Education; Hypermedia; Information Networks; Networks; Online Catalogs; *Telecommunications
IDENTIFIERS- *TENET; Texas Education Agency

The Texas Education Agency sought to create an enhanced electronic communications network (TENET) capable of transmitting information among and between the members of the public education system in Texas. They contracted with the Texas Higher Education Network (THEnet), an existing distributed network which is an NSF (National Science Foundation) regional network and connected to other networks worldwide through the Internet. THEnet includes online library catalogs, educational computer archives, public databases, and instructional hypermedia libraries, and provides a link for public education with higher education. Basic components of TENET include: electronic mail, an electronic bulletin board, electronic conferencing, electronic databases, workstation communication software, Telnet (a capability which permits resource sharing between networks), and remote file transfer. Forty educators became Master Trainers in the areas of use of the network, conference moderation, and curriculum integration. Since the implementation of the network, 15,000 users have obtained access, averaging 20,500 logins per week; over 1,000 new users apply for an account each month; and telecommunications projects have become an ongoing part of Texas education. (ALF)

ED 352 981 IR 054 331

Schick, Carla J.
The Use of Concept Mapping To Evaluate the Effects of Both Bibliographic and Discipline-Based Art Education Instruction on the Library Skills of Elementary Art Teachers.
PUB DATE- Jul 91
NOTE- 132p.; Master's Thesis, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Art Education; *Art Teachers; Elementary Education; Higher Education; *Library Instruction; Library Research; *Library Skills; Multivariate Analysis; Research Methodology; Resource Centers; *Statistical Analysis
IDENTIFIERS- *Concept Maps

Models; Nontraditional Students; *Open Enrollment; *Organizational Climate; Remedial Instruction; Remedial Programs; Role of Education; Two Year Colleges; Two Year College Students; Writing Across the Curriculum
IDENTIFIERS- Faculty Attitudes

In an effort to understand and unify competing voices, which on one hand defend and seek to preserve the open-access college and on the other hand point to concomitant tensions, dilemmas, and uncertainties and call for reform, this book examines the achievements of community colleges, as well as the lingering problems that undercut those achievements. Following an introduction, Chapter 1, "The Problem of the Academic Culture," reviews a number of important writings on the history and development of community colleges, and traces the evolution of organizational culture. Chapter 2, "The Remedialization of the Community College," describes the gradual replacement of rigorous academic practices with remedial programs. Chapter 3, "Disorder in the Curriculum," examines traditional models of curricula and instruction and describes how they inhibit educational reform. Chapter 4, "The Lure of General Education," argues that the general educational model inherited from four-year institutions is not applicable to the two-year college student. Chapter 5, "The Confusion of Writing Agendas," describes oversights in the current push to improve humanities instruction, and examines the debate over what constitutes academic literacy. Chapter 6, "What's Wrong with Writing Across the Curriculum (WAC)?" argues that WAC programs contribute to the dissolution of disciplinary norms and weaken the distinctive approaches of disciplines in community colleges. Chapter 7, "The New Professoriate of Community Colleges," describes how a weak and disordered intellectual culture has emerged among faculty in two-year colleges. An afterword presents recommendations for rebuilding the faculty intellectual culture, confronting academic disarticulation, and reordering the curriculum. A 168-item bibliography is included. (PAA)

ED 352 999 JC 920 563

Vers l'an 2000: Les priorites de developpement de l'enseignement collegial. Document de consultation (Towards the Year 2000: Priorities for the Development of College Instruction. Consultation Document).
PUB DATE- Jun 90
NOTE- 79p.
LANGUAGE- French
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Administration; College Role; *Community Colleges; Demography; Educational Legislation; *Educational Objectives; Foreign Countries; *Futures (of Society); Governance; Government Role; Institutional Mission; Long Range Planning; *Sociocultural Patterns; *Statewide Planning; Two Year Colleges
IDENTIFIERS- *Quebec; *Quebec Colleges of General and Professional Educ

Designed to open debate about the future of Quebec's community college system, Colleges of General and Professional Education (CEGEP), this report offers projections about the characteristics of Quebec society in the year 2000, explores the mission of the community college system, and considers issues related to the administration of the CEGEP. Part 1 describes Quebec in the year 2000, providing facts, data, and individual and collective goals. During the second year, individual faculty members utilized the assignments and activities developed during the previous year, and established a research component to measure the program's success. Following a brief introduction, this report on the Thinking through Writing program presents descriptions by 10 faculty members of the activities they utilized and the results they achieved during the project. The collection includes: (1) "Learning Literature Sans Pipe and Tweed," by Felicia H. Cogan; (2) "Critical Thinking through Writing in Chemistry," by Ernie E. Grisdale II; (3) "Thinking through Writing in Business," by Virginia Hartman; (4) "I Was Forced To Think (English)," by Anne L. Legge; (5) "HLT 116 Personal Wellness Classes," by Walter K. Malinowski, Jr.; (6) "Augmenting Critical Thinking through Writing in an Introductory Philosophy Course," by Harold G. McMullen; (7) "Thinking through Writing about Art," by Lahna Neely; (8) "Thinking through Writing (English)," by Nancy Penney; (9) "Teaching Concepts Through Writing in an Anatomy and Physiology Class," by Ramon R. G. Selove; and (10) "Writing To Learn in Introduction to Microcomputer Software," by Gary L. Tusing. Numerous appendixes of sample writing assignments, survey instruments, survey responses, and references are included throughout. (MAB)

ED 353 017   JC 930 047

Hilgemann, Vickie; Blodget, Jim
Profile of an Excellent Teacher: Summary of Research.
PUB DATE- Sep 91
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Community Colleges; Educational Quality; *Student Attitudes; *Teacher Attitudes; *Teacher Effectiveness; Teaching Methods; *Teaching Models; Two Year Colleges
IDENTIFIERS- Focus Groups Approach

In fall 1990, educators at Chemeketa Community College, in Salem, Oregon began planning an educational video to highlight examples of teaching excellence in the community college. Research indicated, however, that no set definitions existed of teaching excellence at the community college or any other level. In order to create a local definition of teaching excellence, two sets of focus groups were convened, the first consisting of master teachers and the second of a cross section of students. The groups were asked to describe an excellent teacher, recount their most memorable experiences with teachers, and give advice on teaching to new instructors. The sessions were videotaped and an interactive/visual database was created by frequency grouping the issues discussed by the focus groups into 12 categories, including rapport/respect between students and teachers; interaction strategies for teachers; ways of adding a human dimension to the teacher/student relationship; student support issues; teaching strategies; teacher competence; teacher flexibility; communication skills; teacher enthusiasm; relevance of knowledge imparted to students; clarity of teaching goals; and classroom environment. The characteristics of teaching excellence most frequently cited by both the teacher and student groups included the following: (1) treats students as individuals in the classroom structure; (2) involves students in the learning process; (3) encourages students; (4) uses a variety of teaching strategies to add interest; (5) models the learning behavior expected of for child care; and (3) the level of state and federal investments is inadequate, thus preventing parents from working and causing children's further economic disadvantage. Attachments include lists of expenditures in fiscal year 1990 on child care and early childhood services by states and by state programs, and descriptions of the study methodology and the child care research project. (MM)

ED 353 034 PS 020 658

Lovelady, Ivy H.
A Model Parent Involvement Initiative.
PUB DATE- Oct 91
NOTE- 21p.; Paper presented at the Annual Conference of the National Black Child Development Institute (21st, St. Louis, MO, October 23-25, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Administrators; Communication Skills; *Educational Improvement; Elementary Education; Elementary School Teachers; *Inservice Teacher Education; Management Development; Newsletters; *Parent Education; *Parent Participation; *Parent School Relationship; Parent Teacher Conferences; Principals
IDENTIFIERS- *Mississippi Quality Education Project

This report outlines the Mississippi Quality Education Project (QEP), a program that provides intensive training to parents, teachers, and school administrators for the purpose of improving the nature and quality of home-to-school communications, and with the ultimate objective of improving students' academic achievement. The report includes a list of project goals, a description of the project, a list of services provided to the school district, a list of key components, sample two-way pledges (a principal-teacher pledge and a parent-school pledge), data on parent involvement in the QEP project, and various forms and related materials. A summary and lengthy abstract are appended. (MM)

ED 353 035 PS 020 719

Collins, Raymond C.
Head Start Facilities Study.
PUB DATE- Feb 92
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cost Estimates; *Educational Facilities Improvement; *Educational Facilities Planning; National Surveys; Preschool Education; Program Evaluation; Questionnaires
IDENTIFIERS- Program Expansion; *Project Head Start

This nationwide study surveyed facilities in local Head Start programs in fall, 1990. A total of 602 of the 1,857 programs, or 32 percent, responded to the voluntary survey. The survey included questions on the type of program, enrollment, and budget; lease or rental arrangements and rental costs; numbers and conditions of centers and classrooms; facilities in serious need of remodeling or repairs and estimated costs of doing the work; estimated potential for enrollment expansion and additional centers and classrooms needed to serve all eligible directors, and learning environments, activities, and materials for mixed-aged groups. The appendix includes a 230-item list of references and other related materials. (SM)

ED 353 053 PS 020 885

Harriman, Marilyn Williams
2 + 2 Tech Prep Early Childhood Professions User's Manual: A Guide to Articulating Secondary and Postsecondary Curriculum.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- Jun 92
NOTE- 151p.; For related documents, see ED 339 463 and PS 020 884.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Articulation (Education); Child Caregivers; *Competency Based Education; Course Descriptions; *Curriculum Design; *Curriculum Development; Curriculum Guides; Early Childhood Education; High Schools; *Postsecondary Education; Program Implementation; Two Year Colleges
IDENTIFIERS- *2 Plus 2 Tech Prep Programs; Texas

This manual, which accompanies a curriculum guide, is designed for users of Texas' 2 2 Tech Prep program, which trains individuals who followed the general track degree program in high school to provide high-quality care and education to young children. The manual explains the relation of the technical preparation (Tech Prep) education model to the human services field, and provides administrators, counselors, and instructors with a plan for implementing a curriculum in early childhood professions. An introductory chapter issues a call for a restructuring of education systems and gives a brief history of the implementation of a Tech Prep program at Central Texas College in Killeen, Texas. The following chapters discuss and provide materials related to: (1) curriculum development; (2) course outlines; (3) program implementation; (4) articulation agreements; (5) program promotion; and (6) program evaluation. Each chapter provides an explanation of the topic under discussion and offers suggestions for applying the information presented to the development of a Tech Prep program. Lists of 23 references and 6 resource organizations are appended. (SM)

ED 353 054 PS 020 909

MacLean, Ian N.
Toward an Effective Parenting Partnership for Children in Child Welfare Agencies and Foster Parent Programs.
PUB DATE- 92
NOTE- 62p.; Master's Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Child Welfare; *Cooperative Planning; Foreign Countries; *Foster Care; Foster Children; *Foster Family; *Parent Participation; Policy Formation; Social Agencies; *Social Workers
IDENTIFIERS- Ontario; *Partnerships

This practicum was designed to improve the level and quality of involvement of foster parents and social workers in the development of timely and compliant foster care plans at a child care agency in Ontario. The writer developed: (1) an agency policy that defined the unique relationship between foster parents and the child welfare agency and mandated the involvement of foster parents and the enhancement of the

This manual presents a 10-day lesson plan for day camp and after-school program leaders. The activities and experiments described in the manual focus on nutrition and space exploration. Topics covered by the lesson plan and specific projects include: (1) gravity; (2) food spoilage; (3) model rocket building and launching; (4) the basic food groups; (5) weightlessness; (6) food preservation and dehydration; (7) high- and low-fat foods; (8) the influence of sensory perception on food likes and dislikes; (9) dehydrated and rehydrated foods; and (10) germs and bacteria. Each experiment and activity description provides the instructor with background information; a list of needed materials; an explanation of the actual experiments, activities, and games; and a discussion of what children should learn from the project. An appendix provides a list of the characteristics of 9- to 11-year-olds; a pre- and posttest for the child participants; National Aeronautics and Space Administration (NASA) descriptions of living and working in space; NASA facts on the Space Shuttle and its food systems; questions and answers on irradiated food; a bibliography of 11 books on space for 9- to 11-year-olds; and a discussion of the benefits of food dehydration. (MDM)

ED 353 074 PS 021 051

Otto, Beverly
Informal Assessment of Emergent Reading Behaviors through Observations of Assisted and Independent Storybook Interactions.
PUB DATE- May 91
NOTE- 61p.; Paper presented at the Annual International Reading Conference (36th, Las Vegas, NV, May 6-10, 1991).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Reading; Early Childhood Education; *Informal Assessment; Picture Books; Reader Text Relationship; Reading Instruction; *Reading Processes; *Teaching Guides; *Young Children
IDENTIFIERS- *Emergent Literacy; *Reading Behavior; Retelling

This paper explains two observation guides that teachers can use to describe emergent reading behaviors among young children during the children's interactions with familiar storybooks. The guides are derived from a review of research and focus on independent and assisted interactions. When observing children's independent interactions with storybooks, teachers can examine the following factors related to children's oral reconstruction of a story: (1) the nature of text created; (2) completeness of the story; (3) the source of the story; (4) accuracy of text creation; (5) book-handling behaviors; and (5) oral delivery. During assisted storybook interactions, when adult assistance is needed on a continuous basis, children's responses can be assessed in three categories: the nature of text segments created, the source of the child's response, and book handling. By using these guides to carefully watch young children interact with storybooks, teachers can become aware of children's emergent literacy knowledge. A list of 53 references, copies of teacher's assessment forms, and examples of children's story retelling are provided. (MM)

ED 353 075 PS 021 052

Kiley, Margaret A.; King, Kathryn A.
Differing Values of "At-Risk" Middle School Students.

Developing a Respite Program in a Rural Community.
PUB DATE- 91
NOTE- 10p.; Extracted from: "Common Threads: Weaving Together Rural Resources for People with Disabilities," (ED 348 179), pages 45-52.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Services; *Delivery Systems; Developmental Disabilities; *Family Caregivers; Family Programs; Home Programs; Human Services; Models; *Respite Care; *Rural Areas; Rural Family; Training

Respite care provides relief or backup emergency care for families of individuals who are developmentally disabled. In sparsely populated rural areas, center-based urban models for service delivery and provider recruitment and training may be inappropriate. Las Cumbres Learning Services has developed a model for provision of respite care services in a large rural area of north-central New Mexico. This report describes elements of this model that could be adapted to other rural areas, including needs assessment; deciding between center-based and home-based respite care; deciding between volunteers and paid providers; limited forms of respite care (on-call providers, after-school arrangements, transportation); allocating respite hours among families; waiting lists; defining emergency use; program publicity; and recruiting, approving, and training providers. Las Cumbres uses a three-tier training model to better meet the needs of families with strong cultural and family structures. Level I providers are family members who complete minimal training. Level II providers complete 40 hours of specialized training or have a bachelor's degree or 3 years of experience in the field. Level III providers meet Level II requirements and provide services to at least two families. (SV)

ED 353 095 RC 018 807

Morse, Susan C., Comp.; Zambrano, Myrna, Comp.
Successful Strategies for Secondary Age Migrant Youth.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Office of Migrant Education.; San Diego County Office of Education, CA.
PUB DATE- Feb 92
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Demonstration Programs; *Dropout Prevention; Dropout Programs; English (Second Language); Literacy Education; *Migrant Education; Migrant Problems; *Migrant Programs; Migrant Youth; Models; Parent Participation; *Secondary Education; *Student Recruitment
IDENTIFIERS- Credit Accrual

This directory describes programs that have been successful in recognizing and meeting the special needs of migrant secondary youth. It identifies 12 key components of effective service to migrant students and describes 36 migrant programs in the United States that address these components. The Interstate Migrant Secondary Team, a group of 18 educators, participated in the development of the components, around which the directory is organized. The program components include: (1)

Banff, Alberta, Canada, October 8-11, 1992); see RC 018 928.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adjustment (to Environment); *Experiential Learning; Foreign Countries; Higher Education; *Individual Development; Models; Outdoor Education; *Program Effectiveness; Secondary Education; Self Concept; *Self Disclosure (Individuals); *Weekend Programs
IDENTIFIERS- *Wilderness Education Programs

This report discusses key components of the Wilderness Personal Growth Model that was designed to help practitioners attain maximum benefits through short-term wilderness programs accommodating large groups of students. The first component involves the successful transition of the students from their known and accepted everyday-life reality to the foreign reality of wilderness living. It is the unpredictability and loss of convenience and control that forms new physical and subsequently emotional and social realities for students. The use of reflection encourages students to think about their physical, emotional, and spiritual journeys and thus derive greater meaning and personal growth from their experiences. Appropriate self-disclosure can heighten the reflective process and allow individuals to see others' true identities. Another important component is the mutuality model that emphasizes a do-look-learn method of teaching. This model allows students to take an active part in their learning and thus enhances the students' sense of ownership and meaning. The use of mini-solos of 45 to 60 minutes of quiet self-time can offer the most powerful form of private reflection. Cooperative and initiative task games help to accelerate the interpersonal trust, respect, cooperation, and social cohesion that is often experienced during longer outdoor trips. Weekend outdoor experiences can achieve the growth potential of longer wilderness trips. (LP)

ED 353 114 RC 018 933

Curtis, Rick
Training College Outdoor Program Leaders.
PUB DATE- Oct 92
NOTE- 9p.; In: Hanna, Glenda M., Ed. Celebrating Our Tradition Charting Our Future: Proceedings of the International Conference of the Association for Experiential Education (20th, Banff, Alberta, Canada, October 8-11, 1992); see RC 018 928.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Students; Higher Education; *Leadership Training; *Outdoor Education; Skill Development; *Student Leadership; *Training Methods; Training Objectives
IDENTIFIERS- *Outdoor Leadership; Wilderness Education Programs

This paper describes a training program for college outdoor program leaders developed by the Outdoor Action Program at Princeton University (New Jersey). The training program includes a leader training course, a safety management seminar, a wilderness first aid course, cardiopulmonary resuscitation, and group skills workshop. This paper describes in detail the leader training course (LTC), which trains new leaders through a wilderness educational experience. The LTC is divided into three sections: pretrip; trip; and posttrip. The course is constructed so that each participant is responsible for teaching certain skills to the rest of the group. After each education and to evaluate the adequacy of existing national data to provide such a description. The report is presented in six sections. An introduction defines curriculum, enumerates the research questions, and describes the organization of the report. Sections 2-5 present the current status, the availability and reliability of data, and the evaluation of the strengths and weaknesses of alternative indicators for the following areas: graduation requirements; course availability; course completion; and course content. Section 6 presents conclusions and recommendations of the study. The study concluded that the existing data sources were inadequate to construct a system of curriculum indicators. The indicator patchwork pieced together did not cover all aspects of curriculum, was temporally uneven, relied on sources of uneven quality, contained measures that were not always congruent, and in sum, was inadequate for effective policymaking. The following recommendations were made to fill in data gaps and build a comprehensive curriculum indicator system: (1) ensure the continued and extended availability of graduation standards, course availability, and course completion data; (2) develop, validate, and incorporate measures of course content into ongoing data-collection efforts; (3) support research to validate and extend the information provided by ongoing data sources; and (4) develop sources for information to describe the mathematics and science curriculum at the elementary and middle school levels. Supplemental sections provide a summary, lists of tables and figures, principal data sources for building the curriculum indicator patchwork, NAEP (National Assessment of Educational Progress) variables with high rates of missing values in 1985-1986, additional tables and figures, and a list of 59 references. (MDH)

ED 353 132   SE 053 054

Glanfield, Florence, Ed.; Tilroe, Daryle, Ed.
Mathematics at Work in Alberta.
PUB DATE- Feb 92
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Algebra; Area; Cognitive Style; Foreign Countries; Geometry; High Schools; *Mathematical Applications; Mathematical Formulas; Mathematics Education; *Mathematics Instruction; Mathematics Skills; Probability; *Problem Sets; *Problem Solving; *Secondary School Mathematics; Statistics; Trigonometry; Word Problems (Mathematics)
IDENTIFIERS- *Alberta

This document is designed to assist teachers by providing practical examples of real world applications of high school mathematics. Fifteen problems are presented that individuals in industry and business solve using mathematics. Each problem provides the contributor's name, suggested skills required to solve the problem, background information for solving the problem, ideas to consider in the problem-solving process, and the solution. The problem topics include: (1) straightening steel rods shipped to customers in coils; (2) laying out the horizontal alignment of a highway; (3) calculating the dimensions of unusually shaped windows; (4) calculating parking capacities on city street; (5) transmitting telephone calls; (6) adjusting a parabolic satellite antenna; (7) calculating the materials required to construct a highway; (8) calculating the forces on a bridge; (9) mounting a gas heater for optimal section on resources (background information on Canadian fish, resources included with this unit--various pictures of fish, related English materials--magazines, lists of children's books about fish, teacher's resources, films, etc., and related aboriginal language materials), lesson plans on six topics (populations, appearance and behavior, habitat of fish, food, life cycle, and people and fish) are presented. Activity ideas for science/social studies, mathematics, language arts, music/poems/stories, art, physical education/movement, and special activities are suggested. Each lesson plan contains the following segments--exercises or activities: English vocabulary, English sentence patterns, English language concepts, special materials required, concept development/language exposure, language practice, and application. Poems, songs, and stories on this subject conclude the guide. The lessons are appropriate for students whose first language is English as well as for students who are learning English as a second language. (PR/CW)

ED 353 148   SE 053 154

Reeves, Mary E.
Gender, Technology, and Mathematics Education: Working Together To Achieve "Equality."
PUB DATE- 23 Apr 92
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Computers; Computer Uses in Education; *Cultural Influences; Educational Change; *Educational Technology; Elementary Secondary Education; Enrollment; *Equal Education; Literature Reviews; Mathematics Achievement; *Mathematics Education; Mathematics Instruction; Sex Bias; *Sex Differences
IDENTIFIERS- *Mathematics Education Research

The launch of Sputnik by the Soviet Union in 1957 initiated a series of reform movements in mathematics education. These reform movements provide a framework from which to chronicle the development of interest into gender differences in mathematics learning. The paper examines these issues and is presented in six sections. The first section discusses the Sputnik crisis and the perceived shortage of people in scientific and technological fields that led to the reform movement referred to as the "new" or "modern" mathematics. The second section presents the changes in mathematics pedagogy that occurred during the 1960s and into the 1970s. Relevant topics during this time period were the changing demographics in the United States, ability grouping, and individualized instruction. The third section discusses the development of the relationship between technology and mathematics education and the recognition of the potential of computer use in the classroom. The fourth section discusses the relationship between mathematics and gender that grew as educators began to focus on meeting individual needs of students and as the Women's Liberation Movement gained force. Research related to gender differences in mathematics education is presented. The fifth section raises questions about the mathematics education research in the field and the ability to identify which gender differences do in fact exist. The final section summarizes the

ED 353 165 SO 022 024

Cassio, Charles J., Ed.
Colorado Multicultural Resources for Arts Education: Dance, Music, Theatre, and Visual Art.
PUB DATE- Feb 91
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- American Indians; *Art Education; Asian Americans; Blacks; Curriculum Development; Dance; *Educational Resources; Elementary Secondary Education; Hispanic Americans; *Minority Groups; *Multicultural Education; Music; State Curriculum Guides; Teaching Guides; Theater Arts; Visual Arts
IDENTIFIERS- *Colorado

This Colorado resource guide is based on the premise that the arts (dance, music, theatre, and visual art) provide a natural arena for teaching multiculturalism to students of all ages. The guide provides information to Colorado schools about printed, disc, video, and audio tape visual prints, as well as about individuals and organizations that are available as community resources. The guide lists resources for each of the four most prevalent ethnic minorities in Colorado: African American, Asian American, Hispanic American, and Native American. The materials listed are designed to help dance, music, theater, and visual art teachers develop interdisciplinary components within their lesson plans. An appendix includes information on how to use the Colorado Alliance of Research Libraries (CARL). (DB)

ED 353 166 SO 022 060

Bliven, Arlene R., Comp.
Learning and Teaching about Japan in Indiana Schools. Program and Resource Guide.
PUB DATE- Mar 91
NOTE- 381p.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Area Studies; *Asian Studies; *Curriculum Development; *Educational Resources; Elementary Secondary Education; Exchange Programs; Foreign Countries; *Intercultural Programs; International Studies; Japanese; Second Language Instruction; Social Studies; *State Programs
IDENTIFIERS- Global Education; *Indiana; *Japan

The Learning and Teaching about Japan Project was begun in Indiana in 1987. Since that time, it has involved 16 school corporations in an ongoing program to internationalize the K-12 curriculum and implement Japanese language programs in the schools. This guide has been developed as a record of the activities conducted by the 16 participating school corporations, and is designed to provide a comprehensive guide that any school corporation can use to plan changes of its own to incorporate a global perspective across subject areas. The guide is organized into nine sections. Section I, an

Questionable Book Bag Search."
SPONS. AGENCY- Children's Museum of Indianapolis, IN.; Indiana Program for Law-Related Education, Bloomington.
PUB DATE- 92
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Civil Liberties; Constitutional History; *Constitutional Law; Court Litigation; Educational Environment; Instructional Materials; *Law Related Education; Legal Problems; *Role Playing; *Search and Seizure; Secondary Education; Simulation; Social Studies; *Student Rights; Student School Relationship; Teaching Methods
IDENTIFIERS- *Fourth Amendment; *New Jersey v TLO

These materials include the script for a mock trial in which students are asked to role play the participants in a case based on the facts of New Jersey v. T.L.O., 469 U.S. 325 (1985). The case raised questions involving a students' rights to protection against unreasonable searches and seizures under the Fourth Amendment and schools' needs to maintain an environment free of illegal drugs. In addition to the script for the trial, the materials include background information on the facts of the case and on the development of the law under the Fourth Amendment. (DB)

ED 353 190 SO 022 553

Mayland, Valen
Carmen Sandiego Is in Your Classroom. An Idea Packet.
PUB DATE- 90
NOTE- 20p.; Our page 17 slightly cropped.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computer Games; *Computer Software; *Computer Uses in Education; Educational Resources; *Geography Instruction; Intermediate Grades; Junior High Schools; Learning Activities; Middle Schools; Social Studies; Units of Study
IDENTIFIERS- *Where in the USA is Carmen Sandiego

These materials are intended to be used with the computer program "Where in the U.S.A. is Carmen Sandiego?" to help students learn about U.S. geography and databases. The activities described involve students pursuing criminals throughout the United States, following clues about the location, and identifying the criminals. The activities include the use of problem-solving and critical thinking skills. These materials feature an overview, goals and objectives, course outline, resource materials, bibliography, sample worksheets, sample maps, and sample student work. (DB)

ED 353 191 SO 022 555

Kahn, Lois
People on Parade. An Idea Packet.
PUB DATE- 92
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

education for remediation of race prejudice must be characterized by the orchestration of information and experience and informed throughout by an awareness of actual and preferred cognitive strategies and the criteria that warrant them. (IAH)

ED 353 213 SP 034 165

Langsdorf, Lenore
Reasoning across the Media: Visual, Verbal and Televisual Literacies. Resource Publication Series 3, No. 2.
PUB DATE- 89
NOTE- 20p.; For other documents in this series, see SP 034 164-167.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Communication (Thought Transfer); *Critical Thinking; Educational Environment; Educational Principles; Elementary Secondary Education; *Kinesthetic Perception; *Learning Modalities; Teaching Methods; *Television; *Thinking Skills; *Visual Literacy

Today's students are more comfortable with and skilled at discovering and developing information in a different verbal and visual text than that commonly found in the classroom dominated by written texts and conversation. This gap between the verbal and visual environments has implications for the teaching of reasoning skills: literacy in one means of communication does not assure or automatically encourage literacy in another; and understanding how reasoning occurs in any domain of life can be used as the basis for developing abilities for thinking critically in other domains, such as the verbal language that predominates in the classroom. A case can be made for expanding the assumed parameters of reasoning beyond the domain of reading, writing, and speaking, which rely primarily upon sight and sound, to performance, which relies primarily upon muscular and sensorimotor experiences--kinesthesia. An ability to reason in speech, print, or television is best developed from a basis that students already possess: performative reasoning. To develop this ability, teachers must recognize kinesthesia as the ground of cognition; they must also recognize that televisual communication stimulates the product of that reasoning independently of the process of its production. The implication for teaching is that encouraging kinesthetic activity which develops performative reasoning is the first step toward thinking critically across the media. (IAH)

ED 353 214 SP 034 166

Michelli, Nicholas M.; And Others
Collaboration for Critical Thinking in Teacher Education: The Montclair State College Model. Resource Publication Series 3, No. 3.
PUB DATE- 90
NOTE- 20p.; For other documents in this series, see SP 034 164-167.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College School Cooperation; *Cooperating Teachers; *Critical Thinking; Curriculum Development; Educational Change;

National Council of Teachers of English (Louisville, KY, November 18-23, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; Classroom Techniques; College Faculty; Critical Thinking; *Dialogs (Language); *Discussion (Teaching Technique); Education Courses; Group Activities; *Group Discussion; Higher Education; High Schools; Lecture Method; Preservice Teacher Education; Resistance to Change; Secondary School Teachers; Student Attitudes; *Teacher Attitudes; Teacher Education Curriculum
IDENTIFIERS- Dialogic Communication; *Dialogic Education

Classroom teachers in high school and college need communication skills beyond precise and dramatic lecturing. They must be willing to plan and ask searching questions meant to transform classrooms into dialogic and interpersonal places. Educators must halt the curricular production of passive stenographers and begin the work of assisting students with critical thinking and confident speaking. Various tactics for initiating instructional dialogue are reviewed, but the point that tactics alone are not sufficient is expressed. Projects that engage students over time will stimulate more animated and advanced content conversations than any batch of teacher controlled vocal tactics. Project models are described, along with a recent dialogue experiment conducted during a course. The paper concludes by suggesting that excuses for avoiding dialogic energies may come too easily for teachers. Such excuses include: content is too new, or too advanced, or students aren't ready, or there's not enough time, or you can't grade discourse. It is suggested that failure to advance classroom content dialogue is a failure of teacher vision. (Author/IAH)

ED 353 233 SP 034 248

Friedman, Malcolm; Watkins, Regina M.
Developing the Knowledge Base for Supervisor Induction and Professional Growth: Validating the Model.
PUB DATE- Nov 92
NOTE- 16p.; Paper presented at the Annual Convention of the National Council of States (San Diego, CA, November 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Administrator Education; *Curriculum Development; Elementary Secondary Education; Faculty Development; Literature Reviews; Principals; Program Design; *Program Development; Research Utilization; *Staff Development
IDENTIFIERS- ERIC; *Knowledge Base for Teaching

Prior to implementation of a supervisory staff development program, it is necessary to review current literature in the field of educational administration in order to define specific elements (domains) of the supervisory knowledge base. A qualitative research study involving a review of relevant literature yielded 13 primary domains or categories of knowledge: organizational management; instructional leadership; instructional management; development of school and community support; interpersonal and human relations skills; communication skills; school climate; staff evaluation; material and financial resource allocation; school curriculum; staff development; educational research skills; and student learn more about what mentor teachers do when working with beginning teachers three sources of data were examined: (1) a training manual; (2) transcripts of conferences between mentor teachers and teacher trainees; and (3) interviews with mentors about those sessions. Results suggest that the traditional supervision of student teachers is more similar to than different from the mentoring of alternate route candidates; and this kind of mentoring may not offer any improvement over the more traditional methods of teacher supervision that it is intended to replace. (Contains 15 selected references.) (LL)

ED 353 252 SP 034 283

Anderson, C. Raymond, Ed.
Voices of Change: A Report of the Clinical Schools Project.
SPONS. AGENCY- Ford Foundation, New York, N.Y. Education and Research Div.
PUB DATE- Jan 93
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Clinical Supervision (of Teachers); *College School Cooperation; Cooperating Teachers; *Educational Change; Educational Principles; Elementary Secondary Education; Higher Education; Inservice Teacher Education; Personal Narratives; *Preservice Teacher Education; Student Teaching; *Teacher Attitudes; Teacher Educators; Teacher Interns
IDENTIFIERS- *Ford Foundation Clinical Supervision Program; *Professional Development Schools

The Ford Foundation Clinical Schools Project was designed to assist higher education institutions, school systems, and teachers' professional organizations to collaborate in creating for teacher education the equivalent of the medical profession's teaching hospitals. Seven sites implemented experimental clinical training programs in six states: Florida, Kentucky, Maine, New York, Pennsylvania, and Washington. The project descriptions in this report provide names of the participating agencies and schools, numbers of interns served and length of field service, and statements that highlight the general focus of each projects's involvement in the clinical practice component of preservice teacher education. Also outlined are selection criteria for selecting school sites, clinical trainers, and interns; provision of a training component for clinical trainers and preservice teachers; and evaluation and documentation activities. The voices of teachers, student teachers and interns, school and college/university faculty, and administrators are heard in: reflections on feedback to interns; the multiple aspects of diversity in school settings; the impact of the project on professional roles, institutional barriers to collaboration, and communication within and among institutions; contributions to the knowledge base for teaching and the school curriculum; and results and recommendations that emerged from the project. (IAH)

ED 353 253 SP 034 285

Educators Licensed in Oregon, 1989-91.
PUB DATE- Sep 92
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

scores can minimize problems in clinical inferences. In addition, the proposed method, being computerized and analytical, can save considerable time and reduce error. Two tables and two graphs illustrate the study. There is a 12-item list of references. (SLD)

ED 353 272 TM 018 979

Hogan, Thomas P.
Prospects and Problems for a National Test: Some Reflections of a Test Author.
PUB DATE- Apr 92
NOTE- 12p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 21-23, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Cost Effectiveness; Curriculum Development; Educational Assessment; *Educational Improvement; Educational Objectives; Elementary Secondary Education; Futures (of Society); *National Competency Tests; National Programs; Psychometrics; *Student Evaluation; Test Construction; *Testing Problems; Testing Programs; Test Use

Reflections on the proposal for creation and implementation of a national test are presented from the perspective of a test author. The most readily identified characteristic of the proposed national test is the intensity of debate surrounding it. Another easily identified characteristic is the anticipated effect. While proponents expect higher levels of academic achievement, and opponents fear reduced achievement, it seems probable that there will actually be no perceptible effect on achievement levels or on anything else, unless it is the national debt. The matter of curriculum is not a significant impediment to the development of a national test. In effect, a "de facto" national curriculum already exists, and a national test is likely only to damage the perception of local curricula. The technical and psychometric problems associated with a national test can probably all be solved. The most underrated, or under-discussed, problems are the logistical ones of testing, scoring, and result reporting. There is no evidence that the proposed test intends to acknowledge individual differences among test takers, and that is a major problem. While there seem to be no compelling reasons why a national test cannot be built, it will not accomplish what is hoped for it. It will be expensive and will not sustain itself because of its failure to deal with individual differences and its ill-defined purpose. (SLD)

ED 353 273 TM 018 980

Tatum, Donna Surges
Controlling for Judge Differences in the Measurement of Public Speaking Ability.
PUB DATE- Apr 92
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

courses were superior in their ability to account for variance in the criterion measures. Overall, GPA was also significantly correlated with all 3 criteria, but the standardized tests fell short of significance in 10 of 12 trials. Implications for selection of teacher candidates are discussed. Three tables present study data, and there is a 17-item list of references. (SLD)

ED 353 292 TM 019 052

Report of Minnesota's Three-Year Administration of the Pre-Professional Skills Tests, 1987-90.
PUB DATE- 16 Aug 91
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Analysis of Variance; *Beginning Teachers; Chi Square; Comparative Testing; Elementary Secondary Education; Higher Education; *Licensing Examinations (Professions); Mathematics Tests; Minimum Competency Testing; Reading Tests; Scores; *State Programs; State Surveys; *Teacher Certification; *Testing Programs; Undergraduate Students; Writing Tests
IDENTIFIERS- Mandated Tests; *Minnesota; *Pre Professional Skills Tests; T Test

The Pre-Professional Skills Tests (PPST) of reading, mathematics, and writing are three separate tests designed to measure basic proficiency in these areas. In response to a mandate from the State Legislature, the Minnesota Board of Teaching adopted these tests, developed by the Educational Testing Service. An evaluation of the 3 years of administration of the PPST was conducted using data tapes from the 1987-90 examinations. Analysis was largely descriptive, obtaining frequency distributions of the testing groups and subgroups. Additional analysis included t-tests, analysis of variance, and chi-square procedures. Of the 21,521 examinees who took 1 or more PPST tests, most (75.3 percent) were female, and most (85.8 percent) had enrolled in or completed their undergraduate preparation at a Minnesota college or university. Only 1.8 percent of the examinees were minority group members. Overall, passing rates on the first attempts on the three PPST skills tests were 89.2 percent for reading, 95.1 percent for mathematics, and 88.2 percent for writing. Comparisons of subgroups showed a number of statistically significant differences in performance. Implications of these differences are discussed. Data indicate that for both Minnesota candidates and out-of-state candidates, the higher the education level at the time of taking the examination, the higher the level of performance. Forty-five tables present results of the analyses. (SLD)

ED 353 293 TM 019 056

Thacker, Peter
Portland Magnet Project 1989-1991. Final Evaluation Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 92
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Art Education; *Computer Uses in Education;

Focus was on assessing the effects of the general education requirements that were established in 1988 at the University of Louisville (Kentucky). In the summer and fall of 1992, 756 first-year college students were assessed using a 23-item questionnaire that listed skills and outcomes of general education (e.g., being able to write well). Items were rated on five-step scales of importance and confidence. Various statistics (mean scores for item ratings, correlation coefficients describing relationships among ratings, and factor analyses) were calculated. Students rated as highest in importance several items related to communication skills (effective speaking and writing). Items related to science, mathematics, and history were toward the middle. Items low in importance were those related to the arts. A similar pattern was found for confidence ratings. Mean importance ratings and mean confidence ratings were positively correlated. Separate factor analyses were done on the importance and confidence ratings; results were similar for both. Five factors accounted for about 60 percent of the variance in ratings (historical/cultural understanding, science/mathematics, arts, communication, and behavioral science). Three figures; 15 tables; and 3 forms of the attitude measure are included. (Author/RLC)

ED 353 311 TM 019 375

Amos, Neil; Cheeseman, Robert H.
Provisional Teachers Failing the Mississippi Teacher Assessment Instruments for Certification: An Evaluation for 1991-92.
PUB DATE- Nov 92
NOTE- 23p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Knoxville, TN, November 11-13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Teachers; Competence; Cutting Scores; Educational Assessment; Elementary School Teachers; Elementary Secondary Education; *Failure; Incidence; *Licensing Examinations (Professions); Portfolios (Background Materials); Secondary School Teachers; *State Programs; *Teacher Certification; *Testing Programs
IDENTIFIERS- Competency Lists; *Educational Indicators; *Mississippi Teacher Assessment Instruments; Performance Based Evaluation; Provisional Certification; Teacher Competency Testing

The Mississippi Teacher Assessment Instruments (MTAIs) contain 16 teaching competencies (14 competencies measured by 3 separate instruments of the MTAI, and 2 performance standards assessed by the local district). The Teaching Plans and Materials MTAI guides assessment of beginning teachers' competence in planning instruction, selecting procedures, and choosing materials to achieve and evaluate instructional objectives. The competencies are assessed solely from teachers' portfolios of lesson plans. The Position Skills MTAI assesses teachers' cognitive interaction with learners, skill in organizing and presenting instruction, and skill in classroom management. The competencies are measured by classroom observation of teachers by certified MTAI assessors. The Interpersonal Skills MTAI guides assessment of classroom climate or environment fostered by teachers. Interpersonal skills range from friendly and understanding to strong self-concept. MTAI assessors use direct observation. The purpose and conditions for use for each

IDENTIFIERS- *Competency Lists; Generality; Prototypes
Two prototypes to categories of necessary workforce skills in five studies are related: (1) "What Work Requires of Schools" by the Secretary's Commission of Achieving Necessary Skills (SCANS); (2) "Workplace Basics: The Essential Skills Employers Want" by the American Society of Training and Development (ASTD); (3) "Michigan Employability Skills Employer Survey" by the Michigan Employability Skills Task Force (MESTF); (4) "Basic and Expanded Basic Skills" by the New York State Education Department; and (5) "High Schools and the Changing Workplace: The Employers' View" by the National Academy of Sciences (NAS). The SCANS found five competencies (resources, interpersonal skills, information, systems, and technology) based on basic skills, thinking skills, and personal qualities. The ASTD identified 16 skills within 7 skill groups (foundation, basic competency skills, communication skills, adaptability skills, developmental skills, group effectiveness skills, and influencing skills). The MESTF identified 26 skills with 86 subskills in 3 domains of academic, personal management, and teamwork skills. In New York, two categories of basic skills (language arts and mathematics) and eight expanded basic skills were found. The NAS found 10 core competencies. Four job readiness skills categories run through the five frameworks. All studies identified the need for higher order thinking skills and judged interpersonal and teamwork skills as essential. Problem solving and conflict resolution prototypes; and the relationship of problem solving skills to SCANS, ASTD, MESTF, New York, and NAS skills are considered. Included are 20 tables and 3 appendices providing basic skills definitions, interpersonal skill level examples, and validation results. (RLC)

ED 353 329 TM 019 393

Sweet, David; Zimmermann, Jacquelyn, Ed.
Performance Assessment.
PUB DATE- Nov 92
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Assessment; Educational Improvement; Elementary School Students; Elementary Secondary Education; *Evaluation Methods; *Performance; Portfolios (Background Materials); Secondary School Students; *Student Evaluation
IDENTIFIERS- Alternative Assessment; Authentic Assessment; *Performance Based Evaluation
This document describes performance assessments (PAs) (alternative assessments or authentic assessments). PA requires students to perform a task rather than select an answer on a ready-made list. Some methods that have been used successfully to assess performance include open-ended or extended response exercises, extended tasks, and portfolios. These methods require that students actively develop their approaches to the task under defined conditions, knowing that their work will be evaluated according to agreed-upon standards. PAs may be a more valid indicator of students' knowledge and abilities that traditional assessments. PAs can provide impetus for improving instruction and increase students' understanding of what they need to know and be able to do. Learning how and where data can be applied should be a central part of curriculum. PAs require students to structure and apply information and engage them in active learning. PAs should be based on the curriculum, rather

recruitment, screening, selection, and retention; and matching mentors and proteges. Section 3, "School-Based Mentoring Programs," treats planning teams, assessing student needs and available resources, developing a mission statement, establishing goals and objectives, and developing an action plan. Section 4, "Models for Installing Mentoring Programs," describes the Corporate Mentoring Program at Schenectady (New York) Schools, the Advanced Studies Mentors Program at a Bronx (New York) intermediate school, and a pilot sixth grade mentoring program at a New York City junior high school. Section 5, "Evaluating Your Mentoring Program," includes suggestions for program structuring, implementing, and reporting; and sample forms for coordinators, mentor feedback, protege feedback, and a parent questionnaire. (JB)

ED 353 347 UD 028 911

Garcia, Ruth Fran
Students' Perceptions of the Classroom Climate: A Descriptive Research Study.
PUB DATE- Aug 92
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Measures; Bilingual Education; Black Students; Economically Disadvantaged; *Educational Environment; *Elementary School Students; *Grade 5; *Grade 6; Hispanic Americans; Intermediate Grades; Literature Reviews; Low Income Groups; Spanish Speaking; *Student Attitudes; Teacher Student Relationship; Urban Schools
IDENTIFIERS- African Americans; *Chicago Public Schools IL; *Classroom Climate Questionnaire; Student Surveys

This study examined the attitudes of fifth and sixth grade students from Chicago (Illinois) toward classroom climate in an effort to better understand factors that would encourage greater self-concept, higher achievement, and student and teacher behaviors. The study population included 185 fifth and sixth grade students attending the Philip Sheridan Elementary School in Chicago. The students were from low-income families in an area of depleted jobs and much gang activity. The students were African American and Hispanic American, and 50 students were in Spanish/English bilingual classrooms with a bilingual teacher. The 60-item Classroom Climate Checklist (CCC) was administered to students over a 2-day period. A short oral explanation was given by the researcher, and the CCC was administered and collected immediately on completion. Findings indicate that of the three items rated as strong positive aspects of classroom climate, two are teacher-directed or teacher-caused: the teacher makes the subjects interesting (72 percent), and the students are encouraged to ask questions (72 percent). The third highest-rated positive item was a reflection of the students themselves in helping each other to do a good job. Teacher behavior also figured greatly in the positive response. Two item considered as factors of poor climate were negated by student responses. Includes 1 table, the CCC, and 28 references. (JB)

ED 353 348 UD 029 008

Hamm, Mary; Adams, Dennis
The Collaborative Dimensions of Learning.

examine the evolution of American higher education and to provide a sketch of the dominant characteristics of the current American higher education paradigm, based on entrepreneurial-populist principles and ways of thought. The case study demonstrates the power of metaphor, exemplars, and myths in maintaining and even building new paradigms. The current paradigm of "managed populism" is expected to change to one with greater emphasis on quality. Leaders in higher education are urged to attempt to help shape these changes through: (1) recognizing and building on the larger forces at work, (2) utilizing five key strategies (i.e., focus on the customer, demand quality, build from collaboration, utilize technology to the fullest, and recognize the power of accountability measures), and (3) working on characteristics with the most salience for the emerging paradigm. The paper concludes with the presentation of a framework for examining the approaching, inevitable paradigm shift. (Contains 65 references.) (GLR)

ED 352 924   HE 026 124

Zusman, Ami
Multicampus University Systems: How System Offices Coordinate Undergraduate and K-12 Education. ASHE Annual Meeting Paper. Draft.
PUB DATE- Oct 92
NOTE- 31p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Minneapolis, MN, October 29-November 3, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *College Administration; College School Cooperation; Comparative Analysis; Coordination; *Educational Cooperation; Educational Planning; *Elementary Secondary Education; Higher Education; Institutional Mission; *Multicampus Colleges; Public Education; *State Universities; Systems Analysis; *Undergraduate Study
IDENTIFIERS- *ASHE Annual Meeting; State University of New York; University of California; University of North Carolina; University of Wisconsin

This paper explores how public multicampus university system offices address two areas where there is strong state interest but where this interest may conflict with traditional university priorities: undergraduate arts and sciences education and university responsibility for improving K-12 education. It is hypothesized that system offices with strong research university campuses give more attention and resources to undergraduate arts and sciences education, seen as relatively central to the academic core, than to undergraduate or graduate-level teacher/educator professional preparation and related K-12 activities within the university, seen as relatively marginal. More broadly, the study examines how intermediary organizations (university system administrations) exercise influence on and are influenced by those with whom they deal. The systems administrations compared are those within the State University of New York, the University of North Carolina, the University of Wisconsin, and the University of California. The paper discusses results of the comparative analysis in terms of the common system roles and responses, the differences in system office responses to undergraduate and K-12 education, differences among university systems, the impact of these office systems, and the difficulties posed by systems'

Utilize Mental Images for Spatially Related Problem Solving.
PUB DATE- 15 Oct 92
NOTE- 9p.; Paper presented at the Annual Convention of the National School Boards Association (Orlando, FL, April 25-28, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Ability; *Cognitive Processes; Computer Graphics; Computers; Creative Thinking; Elementary Education; *Elementary School Students; *Problem Solving; Psychological Testing; *Spatial Ability; Thinking Skills; Visualization
IDENTIFIERS- Cyberspace; *Virtual Reality; Workstations

The premise of the Creative Technology Project, a collaboration by Autodesk, Inc., the School of Education at Oregon State University, and Novato Unified School District in the San Francisco Bay Area, was that children's cognitive abilities could be enhanced by having them develop, displace, transform, and interact with 2D and 3D computer-generated models. Subjects of the study were 23 elementary students between the ages of 8 and 11 who worked at either a computer workstation or a virtual reality/cyberspace system. Four cognitive ability tests were administered to the subjects: the Differential Aptitude Test, Minnesota Paper Form Board Test, Mental Rotation Test, and Torrance Test of Creative Thinking. Results of the project showed that spatially-related problem-solving abilities of children are influenced by training in visualization and mental manipulation of two-dimensional figures and displacement and transformation of mental images of three-dimensional objects. Further research regarding computer workstation graphic-based treatments and perceived realism and their relationship to problem solving should be undertaken. It is concluded that the technology known as virtual reality is highly promising and deserves extensive development as an instructional/training tool. (Author/ALF)

ED 352 943 IR 015 888

Bonekamp, L. W. F.
Evaluation Activities Regarding Courseware in Europe.
PUB DATE- May 92
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Software Evaluation; *Courseware; Educational Technology; *Evaluation Methods; Foreign Countries; *Formative Evaluation; *Information Technology; International Cooperation; *Summative Evaluation; Surveys
IDENTIFIERS- *European Community

ECOSET was established to meet the demand from policy makers and the teaching community in the European Community (EC) Member States for evidence of the effectiveness of information technology in various learning situations in general and of various kinds of software in particular. The main goals of ECOSET were to identify organizations in the Member States that were involved in the evaluation of educational software; to inventory available evaluation instruments and procedures; and to compare these instruments with respect to evaluation techniques, cultural embeddedness, and their curricular dependencies. A survey of 19 organizations in 10 Member States was conducted to obtain this information. Based on the data professional staff, were not significantly related to the level of automation. The cover letter and survey instrument sent to library directors are appended. (Contains 15 references.) (KRN)

ED 352 962 IR 054 309

Lent, John
Libraries and Librarians as Depicted in Freshmen English Textbooks: An Update.
PUB DATE- Oct 91
NOTE- 40p.; Master's Thesis, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Libraries; *College English; College Freshmen; Content Analysis; Higher Education; Information Seeking; Librarians; *Library Automation; *Library Instruction; *Textbook Content; Textbook Evaluation; *User Needs (Information)

This study examines the treatment given to libraries, librarians, and library usage in freshman English textbooks. The study follows criteria established by Virginia Tiefel ("Libraries and Librarians as Depicted in Freshman English Textbooks," College English 44, September 1982) in a study of texts published between 1952 and 1980. Tiefel found that libraries and librarians were discussed in a way that was not helpful to readers and reflected few of the tenets of bibliographic instruction. She suggested that such texts could be improved by stressing the relevance and importance of library skills, by addressing the real needs of freshmen, by making the search strategy concept the foundation of the treatment, and by producing such treatments in conjunction with librarians. The present study of 25 freshman English texts published between 1980 and 1990 finds that, while improvements have occurred in certain areas, such as in the discussions of librarian's roles in helping users, in other areas there has been little change for the better. For example only a few texts provide annotations for reference works they list, only three provide detailed discussions of the search strategy concept, only seven explain that coverage of the catalog may vary from library to library, and only six acknowledge the input of librarians. Discussions of the role of technology in libraries--online catalogs, online databases and searching, and CD-ROMs--also vary in helpfulness. A list of the texts examined, a list of the number of library related pages in each book and the percentage these pages compared to the rest of the book, and a list of the number of libraries reported holding these books are appended. (Contains 5 references.) (Author/KRN)

ED 352 963 IR 054 311

Fivecoat, Martha H.
Library Research: A Ten Year Analysis of the Library Automation Marketplace: 1981-1990.
PUB DATE- Apr 92
NOTE- 54p.; Master's Thesis, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Bibliographic Utilities; *Integrated Library Systems; *Library Automation; Library Equipment; Library

This study utilized the concept map, a visual representation of a learner's thought processes, as an assessment tool to evaluate the effects of both bibliographic instruction and Discipline-Based Art Education (DBAE) training on the library skills of elementary art teachers in a visual arts resource center. A 2x2 factorial posttest-only control group design was chosen to test for the effects and possible interactions of the two independent variables. Concept maps that the subjects ($n=37$) constructed as a test of their understanding of library use were scored, and a two-way analysis of variance was performed on these scores. The results showed that there were no significant differences at the p 0.05 level among the mean concept map scores of the four groups under study. The value of concept maps for revealing learner misconceptions and the need for a second form of assessment to establish the concurrent validity of the concept map as an assessment tool was discussed. The appendixes contain a consent form for participants; a concept map worksheet; categories of format in the Arts Resource Center; and 21 task lists. (Contains 48 references.) (Author/ALF)

ED 352 982 IR 054 332

Strautz, Elizabeth
User Satisfaction at the Columbus College of Art & Design: A Measure of Library Effectiveness.
PUB DATE- Jun 92
NOTE- 44p.; Master's Thesis, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Libraries; Evaluation Criteria; Higher Education; Library Collections; Library Facilities; Library Research; *Library Services; *Library Surveys; Questionnaires; *User Needs (Information); *User Satisfaction (Information); Use Studies
IDENTIFIERS- Columbus College of Art and Design OH

Library effectiveness--in particular, user satisfaction--is difficult to measure because it is a vague, subjective concept that is different for every person who enters the library. Library assessment traditionally has been measured by: (1) how well it has been meeting its stated goals and objectives; (2) the library processes, which include services offered to patrons; and (3) the structural properties of the library, such as the facilities, collection, and staff. However, these types of measurement evaluation criteria have ignored an important source of measurement, the library user. If the level of user satisfaction is low, then library effectiveness has not been achieved, no matter what other types of measurement criteria have been used. This particular study examines the effectiveness of the Packard Library at the Columbus College of Art & Design from the user's point of view. Questionnaires were distributed asking students to respond to questions on the library staff, hours, facilities, and collection. Demographic data were also collected, including information on the students' class rank, major, and frequency of library use. After the data were analyzed however, no significant differences in satisfaction between demographic groups appeared. Although the analysis revealed responses that were fairly neutral on many of the questions, user needs were clarified and can now be used in the library's planning processes. A copy of the student questionnaire is appended.

hypotheses related to the anticipated demographic and economic situation, social and cultural characteristics, and scientific and technological developments. In part 2, the mission of the community colleges and ways of achieving that mission are discussed. The educational mission is considered in terms of current educational and training needs, college clientele, traditional college-age and adult enrollments, student characteristics, accessibility, college instruction, diverse types of programs, transfer and vocational education, and college outcomes. This section also briefly discusses two other college missions: community service and research. Part 3 focuses on management issues, including: (1) the legal foundations of the governance system; (2) the distribution of the colleges throughout the province; (3) program administration; (4) college administrative structures; (5) human resource management; (6) financial resource management; and (7) private colleges. Throughout the report, each major section concludes with a series of questions posed by the CEGEP's Council of Colleges for further discussion. (AC)

ED 353 000 JC 920 565

L'harmonisation du secondaire et du collegial: L'etat et les besoins de l'enseignement collegial. Rapport 1988-1989 (Articulation between the Secondary and the Collegiate. The Status and Needs of College Instruction. 1988-1989 Report).
PUB DATE- Sep 89
NOTE- 117p.
LANGUAGE- French
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); *College School Cooperation; *Community Colleges; Educational Assessment; Educational Needs; Educational Objectives; Foreign Countries; *Secondary Education; Two Year Colleges
IDENTIFIERS- *Quebec; *Quebec Colleges of General and Professional Educ

In this report, the Council of Colleges of the Colleges of General and Professional Education (CEGEP) in Quebec addresses the subject of the articulation of secondary and postsecondary education from five perspectives. In the first chapter, the mission and objectives of the two levels of education are addressed in terms of the educational reforms of the 1960's; the assessment of these reforms and subsequent adjustments that took place during the 1970's and 1980's; and the confirmation and clarification of the goals of secondary and collegiate education. Chapter 2 focuses on education and student development. The chapter begins by analyzing the characteristics of instruction at the secondary and postsecondary levels. Next, the difficulties encountered by students in the transition from high school to college are discussed. After assessing the evaluation of student learning in high schools and colleges and discussing the realities and perceptions of such evaluation, the chapter ends by considering trends and proposed measures. Chapter 3 addresses the prerequisite system, paying particular attention to prerequisites for mathematics and natural sciences. In addition, problems to be resolved in improving articulation between high school and college are addressed. Chapter 4 begins by tracing the development of the secondary and postsecondary vocational education systems, and then considers questions, problems, and trends related to program articulation. In chapter 5, responsibilities and mechanisms for articulation are students; (6) challenges students in the classroom; and (7) creates a positive classroom environment. Lists of typical comments for each category and breakdowns of participating faculty and students are included. (MAB)

ED 353 018   JC 930 048

Kelly, Diana K.
Report on Successful Practices: Adult Learners in Vocational Programs.
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- 92
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Vocational Education; College Role; Community Colleges; Continuation Students; *Curriculum Development; *Faculty Development; Instructional Development; *Labor Force Development; Public School Adult Education; *Relevance (Education); School Business Relationship; Two Year Colleges; Two Year College Students; *Vocational Rehabilitation

Developed as part of a project aimed at providing information about adult learners to vocational faculty and administrators to help them develop teaching methods, curricula, and programs for adults in California's community colleges, this report focuses on issues and practices related to workforce development, adult vocational students, effective teaching for adults, and model vocational programs for adults. Following a brief introduction, the first section of the report examines the role of community college vocational programs in workforce development, focusing on the "Skills Gap," or the skills needed by today's workforce that many workers currently lack. The second section describes the characteristics and needs of adult learners in the community college, taking note of the need for ethnic and cultural diversity in adult programs. Issues related to effective teaching methods for adults are examined in the third section, including a discussion of andragogy, teaching strategies, student involvement, different learning styles, and lessons from corporate training. The fourth section examines characteristics of "model" vocational programs for adult learners, highlighting ways of attracting adults to the program, retaining adults, and helping them to achieve career goals. Finally, a brief summary explains ways to incorporate these practices into adult vocational programs. A 51-item bibliography and a list of contact people for model programs are included. (MAB)

ED 353 019   JC 930 049

Hastings, Chester R., Comp.
Current Issues and Problems in Texas Community Colleges.
PUB DATE- Nov 92
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrative Problems; *Administrator Attitudes; Budgeting; College Presidents; Community Colleges; Curriculum Problems; Educational Finance; Educational Research; *Financial Problems; *Institutional Research; Questionnaires; *Research

children in the program's service area; and other information related to long-range planning for Head Start facilities. Results indicated that although the majority of facilities were generally satisfactory, one-third of the centers and other facilities should be replaced or require extensive repairs. The projected national cost of remodeling or repairs is $93 to $178 million. Results also showed that Head Start programs could more than double their enrollment if they were able to serve children in their service area who are otherwise unserved or who would benefit from Head Start Services. A sample survey is appended. (MM)

ED 353 036   PS 020 736

Tickner, Anne-Marie
A Study of Attitudes in an All Boys' School.
PUB DATE- 92
NOTE- 26p.; Master's Thesis, Dominican College.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Academic Achievement; Coeducation; *Elementary School Students; Grade 4; Intermediate Grades; *Males; Private Schools; Sex Differences; *Single Sex Schools; *Social Development; *Student Attitudes

This study examined the effect of single-sex schooling on the academic and social development of boys. An extensive literature review presents the conflicting results of studies of various issues related to single-sex education. Subjects of the present study were 39 boys in a fourth grade class at a boys school and 23 boys in a fourth grade class of 43 students at a coeducational school. Subjects completed a questionnaire that measured their attitude toward several aspects of school life. Boys in the boys school expressed a more positive attitude than boys in the coeducational school toward foreign language, information about health, spelling, wood shop, competitive sports, recess, computers, and talent shows. Boys in the coeducational school expressed a more positive attitude toward math problems, world problems, test taking, reports, responsibility in class, recreational sports, social studies, time spent with friends, music, extracurricular activities, field trips, guest speakers, library time, assemblies, and availability of teachers. A list of 15 references is provided. (BC)

ED 353 037   PS 020 767

Hamburg, David A.
The Family Crucible and Healthy Child Development.
PUB DATE- 92
NOTE- 25p.; This paper is a reprint from Carnegie Corporation of New York's 1991 Annual Report and is adapted from the author's book, "Today's Children: Creating a Future for a Generation in Crisis." New York: Times Books, Random House, 1992.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adolescents; At Risk Persons; *Child Development; *Children; Disadvantaged Youth; Early Childhood Education; Early Intervention; Elementary Secondary Education; *Family Problems; *Family Programs; Government Role; Health Programs; *Parents; Public Policy; Social Services
IDENTIFIERS- *Family Support; Integrated Services

partnership relationship through a foster care plan; (2) an improved foster care plan format; (3) clear job descriptions for both social workers and foster parents; (4) a protocol for the development of foster care plans; and (5) tools for measuring the level and quality of foster parent involvement. A 4-hour training session was developed to train a group of 4 social workers and 10 foster parents. Also developed were exercises designed to obtain feedback from the social worker and foster parent after the completion of the foster care plan. Post-test results indicate improvements by those participating in the project with over 70% of the parents indicating a high "level" of involvement and 100% indicating a high "quality" of involvement. The appendices contain a statement describing the partnership relationship, a foster care plan format, and various instruments used to measure the level and quality of foster parent involvement. (SM)

ED 353 055 PS 020 926

Hoard, Cynthia E.; Clark, Henry T., III
Self-Regulatory Behaviors in Preschool Children: Fact or Fantasy?
PUB DATE- Mar 92
NOTE- 16p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (Nashville, TN, March 24-28, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Development; *Cognitive Development; *Cognitive Processes; Developmental Stages; Educational Research; *Metacognition; *Preschool Children; Preschool Education; Special Needs Students; Thinking Skills
IDENTIFIERS- *Self Regulation

A study examined preschoolers' metacognitive self-regulatory behaviors. It was hypothesized that tasks that omitted or greatly decreased verbalization would allow preschool children to exhibit evidence of metacognitive self-regulatory behaviors. Subjects were 20 preschool children, half identified as special needs and half designated as typical students. Self-regulatory behaviors documented for analysis included: (1) subvocalization during exposure to models the child was to reproduce; (2) task-relevant processing verbalizations made during the execution of a task; (3) questions that related to the execution of the task; (4) behaviors indicating the child was organizing an approach to the tasks; and (5) automatic self-corrections of performance when the child saw the models a second time. Results indicated that while both types of subjects exhibited a variety of metacognitive self-regulatory behaviors, the typical subjects exhibited significantly more of them than the special needs children. The finding of self-regulatory behaviors in preschoolers is contrary to the traditional deficit characterization of the metacognitive abilities of preschoolers and supports the idea of a developmental continuum in the emergence of metacognitive competence. Tables of data and 10 references are included. (HTH)

ED 353 056 PS 020 945

Kawakami, Alice J.
Young Children and Education in the Pacific: A Look at the Research.
PUB DATE- 90
NOTE- 9p.

PUB DATE- 23 Apr 92
NOTE- 80p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 23, 1992). Appendix B "The Harvard Instrument (Adaptation)" contains broken print.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Asian Americans; *Beliefs; Black Students; Comparative Analysis; Family Relationship; Grade 7; Grade 8; *High Risk Students; Individual Activities; Junior High Schools; Middle Schools; Minority Group Children; Sex Differences; *Student Attitudes; Surveys; Time Management; *Values
IDENTIFIERS- *Middle School Students; Nature; *Value Orientations

This study examined the personal value systems of 98 at-risk seventh- and eighth-grade students in a public middle school in southwest Baltimore County, Maryland. The study sought to determine differences in the value orientations, or personal beliefs and attitudes, of: (1) males and females; (2) minority and nonminority students; and (3) Asian and Black students. The students chose one of three solutions to each question in a survey of 20 questions that addressed the use of time, control of nature, relationships with family and the community, and choice of activities. Findings showed significant differences between males and females in their attitudes toward community and family relations, and activity choice; between minority and nonminority students in their attitudes toward time use, control of nature, and community and family relations; and between Asian and Black students in their attitudes toward time use, control of nature, and community and family relations. Results suggest that teachers and school counselors should be aware of the values held by at-risk adolescents to better meet the adolescents' needs. Fifteen tables of data and a sample survey are included. (MM)

ED 353 076 PS 021 053

Sabar, Naama
Children of the Dream--Revisited. Draft.
PUB DATE- Apr 92
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Collective Settlements; *Educational Experience; *Educational Philosophy; Elementary Secondary Education; Foreign Countries; Immigrants; Individual Needs; *Migration Patterns; Parent Role; Social Influences
IDENTIFIERS- *Emigrants; Emigration; Israel; *Kibbutzim; United States

This study attempted to identify reasons for the failure of kibbutz society to retain its young people, and to explain the role that parents play in encouraging their children to leave Israel. Data was collected through intensive individual interviews with several dozen ex-kibbutzniks currently living in Los Angeles, California, and through occasional observations and conversations at kibbutzniks' social functions. To assure that they were products of a complete kibbutz education, identification and recruitment of migrant students; (2) mobility/credit accrual coordination; (3) parent involvement; (4) academic assistance; (5) language/literacy; (6) extended day/year programs; (7) middle-school services; (8) counseling; (9) dropout prevention; (10) dropout services; (11) staff development and service models; and (12) career education. The booklet offers a brief discussion of each component and lists programs that focus on that area of service. Each listing includes a statement of the program's general educational approach and a description of services. The descriptions are designed to stimulate replication, adaption, and creative program development. Each listing also includes a contact name, address, and phone number. (TES)

ED 353 096 RC 018 874

Chambers, Cynthia M.
(Other) Ways of Speaking: Lessons from the Dene of Northern Canada.
PUB DATE- 4 Mar 92
NOTE- 18p.; Paper presented at the Annual Conference of the Teachers of English to Speakers of Other Languages (26th, Vancouver, British Columbia, Canada, March 4-7, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Culture; Canada Natives; Cognitive Structures; Cultural Differences; *Culture Conflict; Discourse Analysis; *Discourse Modes; Epistemology; Foreign Countries; Intercultural Communication; Listening; *Nonverbal Communication; Rhetorical Criticism; *Speech Communication
IDENTIFIERS- *Canada (North); *Dene (Nation); Informal Education

Western European forms of discourse have been foisted upon the world as the universal value-neutral reference point. External standards have been used to assess aboriginal discourse, particularly in public contexts such as schools and courtrooms. These standards assume that there is one single correct way to proceed (to talk, write, argue, teach), and that ways of knowing and proceeding are universal and foundational. The Dene remind us that all knowledge is "storied," that is, knowing and communicating are always partial (no one knows the whole story) and contextualized (all stories are rooted in a particular time, place, and set of sociocultural conditions). Ethical forms of communication (including teaching/learning) require a balance between narration and listening. Dene elders criticize schooling for teaching children to talk too much. Dene discourse emphasizes restraint, silence, and discernment of the right moment for speaking/writing or listening/interpretation. Dene ways of speaking equalize power differences between speaker and listener. A speaker does not state the point or argument directly. In such a communicative context, the audience assumes much of the responsibility of interpretation. Story, personal experience, and culture must form the basis of curriculum for aboriginal education. This paper contains Dene testimony before the MacKenzie Valley Pipeline Inquiry and a detailed rhetorical analysis of that testimony. (SV)

ED 353 097 RC 018 889

Rose, Janice; And Others
On the Move: Migrant Education 1990-91.
PUB DATE- Jul 92

teaching session, feedback is given to the person teaching. Groups meet 5 weeks prior to the trip in order to begin pretrip planning. A chart detailing pretrip and trip sessions is included. Two accident simulations and a lost-person simulation are performed on the trip to teach participants technical and emotional leadership skills required in such situations. Appropriate walkouts by the guides on the last day of the trip give the trainees the experience of being completely in charge of a trip. Daily debriefing is done to check on how the day went, how people are feeling, and what they have learned. Participants evaluate themselves and leaders give both verbal and written evaluations concerning the participants' performances. Recommendations for improvement are provided. (LP)

ED 353 115 RC 018 934

Hatala, Elaine
Experiential Learning and Therapy.
PUB DATE- Oct 92
NOTE- 4p.; In: Hanna, Glenda M., Ed. Celebrating Our Tradition Charting Our Future: Proceedings of the International Conference of the Association for Experiential Education (20th, Banff, Alberta, Canada, October 8-11, 1992); see RC 018 928.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; *Adventure Education; Behavior Change; *Experiential Learning; Intervention; Outdoor Education; Performance Contracts; Secondary Education; Self Concept; *Substance Abuse; *Therapy; Transfer of Training
IDENTIFIERS- Experiential Therapy; *Rope Course

This paper describes the experiential therapy program at the Bowling Green Adolescent Center (New Jersey). This model supports the view that the therapeutic process of addiction treatment is accelerated and enhanced by providing the patients with experiential interventions. Experiential therapy includes goal setting, hands-on participation, group-oriented interactions, and activities allowing for accommodation and expression of patient progress. Following each activity patients are prompted to make observations about individual and group behaviors and the impact on themselves and others. Through generalizations, patients begin on a cognitive level to relate those experiences and behavior to recovery. Patients are encouraged to take what they have experienced and learned during adventure experiences, and apply it to their therapies and interactions. Another component of the program is the use of daily behavior contracts which establish individual and group goals. Each week, one of the therapists and his/her therapy group go to the high ropes course, which has proven to be an enjoyable, rewarding, and helpful intervention for patients. Bowling Green staff, professionally trained, are intimately involved in the treatment program. This paper suggests that experiential therapy is an effective vehicle for patients to address individual treatment goals. (LP)

ED 353 116 RC 018 935

Blanchard, Charles W.
Experiential Therapy with Troubled Youth: The Ropes Course for Adolescent Inpatients.
PUB DATE- Oct 92
NOTE- 8p.; In: Hanna, Glenda M., Ed. Celebrating Our Tradition Charting Our Future: Proceedings of the International

efficiency; (10) maximizing the efficiency of a telephone network; (11) forecasting energy needs of electrical utilities; (12) calculating the terminal velocity of a metal sphere; (13) ensuring adequate visibility at a railway crossing; (14) analyzing spot speed data to determine highway speed limits; and (15) calculating minimum area requirements that metal plates must cover in the construction of wooden trusses. (MDH)

ED 353 133 SE 053 057

Huinker, DeAnn M.
Effects of Instruction Using Part-Whole Concepts with One-Step and Two-Step Word Problems.
PUB DATE- 92
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Addition; *Cognitive Style; Division; Grade 4; Instructional Improvement; Intermediate Grades; Interviews; Mathematical Concepts; Mathematics Achievement; Mathematics Education; *Mathematics Instruction; Mathematics Skills; Multiplication; *Problem Solving; Schemata (Cognition); Student Attitudes; Subtraction; *Thinking Skills; *Word Problems (Mathematics)

Children begin school with the ability to use their informal and implicit conceptual knowledge to guide their problem solving, but shift to the use of superficial strategies in their attempts to solve word problems as they progress through school. This paper describes a study designed to investigate the effects of an instructional sequence that emphasized conceptual understanding of numerical operations using part-whole concepts and the integration of these understandings with students' problem solving knowledge. The study involving 384 fourth grade students from a large urban school system examined: (1) students' conceptual knowledge of addition, subtraction, multiplication, and division; (2) students' reasoning in the solution of one-step and two-step word problems; and (3) the effect of instruction using part-whole concepts on students' abilities to solve a variety of one-step and two-step word problems. Data were collected through written tests, interviews, and attitude surveys. Results indicated that instruction using part-whole concepts with work problems produced long-term achievement for all ability levels. Interviews indicated that after instruction, low and average ability students in the part-whole group exhibited concept-driven strategies during problem solving and improved ability to communicate their reasoning, whereas the practice and control group students exhibited little change in their approaches to problems. (Contains 30 references.) (MDH)

ED 353 134 SE 053 060

Evaluation of Reading and Math Programs: Evaluation Study of the Curriculum System. Greater Lawrence Technical School.
SPONS. AGENCY- Greater Lawrence Regional Vocational-Technical School, Andover, Mass.
PUB DATE- Oct 88
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

findings and proposes that the research seeking to determine the origin of gender differences may contribute to the beliefs that differences do exist. (Contains over 50 references.) (MDH)

ED 353 149 SE 053 156

Gilmour, Margy; McGregor, Cathy, Ed.
Magnets. A Language Development Unit for Science. Matter and Energy. Grade Two.
PUB DATE- 88
NOTE- 104p.; For other documents in this series, see SE 053 148-150, SE 053 153, SE 053 157-158, SE 053 160-161, and SE 053 163-164; for the overview of this program, see SE 053 072.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Childrens Literature; Concept Formation; Curriculum Guides; *Elementary School Science; English (Second Language); English Instruction; Foreign Countries; *Fused Curriculum; Grade 2; Integrated Curriculum; *Language Arts; *Language Skills; Learning Activities; *Magnets; Mathematics Instruction; Primary Education; Process Education; *Science Instruction; Social Studies; Units of Study
IDENTIFIERS- Northwest Territories

One of the basic principles of the Language Development Approach is that students must learn the language necessary to understand, talk, and write about all subject areas in order to succeed in school. This book contains information about teaching primary school science in the Northwest Territories with lessons that emphasize language. The goals of the unit are to (1) develop student language proficiency; (2) provide opportunities for students to use language in many different situations and for many different purposes; (3) develop student listening, speaking, reading, writing, and thinking skills including the science process skills; and (4) expand student knowledge of the science concepts related to magnets. Following a section on resources (background information on magnets, resources included with this unit--various pictures of bears, and related English materials--magazines, lists of children's books about magnets, teacher's resources, films, etc.), lesson plans on two topics (properties of solids and magnets) are presented. Activity ideas for science/social studies, mathematics, language arts, music/poems/stories, art, physical education/movement, and special activities are suggested. Each lesson plan contains the following segments--exercises or activities: science concepts, English vocabulary, English sentence patterns, English language concepts, special materials required, concept development/language exposure, language practice, and application. Poems, songs, and stories on this subject conclude the guide. The lessons contained are appropriate for students whose first language is English as well as for students who are learning English as a second language. (PR/CW)

ED 353 150 SE 053 157

Gilmour, Margy; McGregor, Cathy, Ed.
Plants. A Language Development Unit for Science. Life and the Environment. Grades One, Two and Three.
PUB DATE- 85
NOTE- 144p.; For other documents in this series, see SE 053 148-150, SE 053 153, SE 053 156, SE 053 158, SE 053 160-161, and SE 053 163-164; for the overview of this program, see SE 053 072.

introduction, includes a description of the project and an outline of its three goals, in the areas, respectively of teaching, curriculum, and outreach. Section II provides profiles of the 16 school corporations that have participated in the project to date. Section III contains descriptions of the curriculum projects the school corporations have produced. Section IV features information about requirements that Indiana teachers must meet in order to teach the Japanese language. Section V includes information about Japanese and Chinese Intensive Language Workshops that are offered at Ball State University, Muncie, Indiana. Section VI lists the Indiana high schools that offer Japanese and Chinese language programs. Section VII contains materials about program development to assist schools in integrating international education into the curriculum. Section VIII includes information about materials, resources, and sources of information for use in the classroom. Finally, Section IX contains information on cultural exchange programs and documents to assist with the exchange of students and educators. (DB)

ED 353 167   SO 022 094

The Politics of Education.
SPONS. AGENCY- Cincinnati Univ., Ohio.
PUB DATE- 91
NOTE- 119p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Freedom; Educational Policy; Foreign Countries; *Foundations of Education; Higher Education; *Interdisciplinary Approach; *Politics of Education; Private Schools; Role of Education; Teacher Role; Teaching Experience

This special theme issue of "Educational Foundations" contains five articles on the theme of "The Politics of Education." In Marie E. Wirsing's "Academic Freedom and Teaching Foundations of Education: A Personal Memoir," the history of academic freedom, including the constant struggles to preserve it and examples of significant infringement, are discussed. In "Education and Community-Building in the European Community: The Impact of 1992," D. G. Mulcahy examines how the European Community has shaped and begun to implement educational policy. Bruce S. Cooper and Grace Dondero describe the complexities and changes in schooling, religious life, and parental expectations in the United States over the past 25 years in "Survival, Change, and Demands on America's Private Schools: Trends and Policies." Paul Farber asks what part teachers play in the politics of education in "The Politics of Teacher Authority." In "Towards a Postmodern Politics: Knowledge and Teachers," William J. Bain and Mustafa Umit Kiziltan suggest that the modern politics of education has evolved out of concerns with access to knowledge (credentials) and that as a result the modern school is seen to hold the promise of preparation for material well-being and the development of a more fully human being. (DB)

ED 353 168   SO 022 095

Self-Reflective Discourse.
SPONS. AGENCY- Cincinnati Univ., Ohio.
PUB DATE- 91
NOTE- 93p.
LANGUAGE- English

Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biographies; Elementary Secondary Education; Interdisciplinary Approach; Learning Activities; Social Studies; *Teacher Developed Materials; Teaching Methods; *United States History; Units of Study

This unit is designed to introduce students to individuals who have been important in U.S. history and who contributed to society. Students are asked to research, study, and portray an important person from one of the following fields: leaders, sports figures, humanitarians/philanthropists, industrialist/business figures, entertainment, scientists/explorers, and literary/arts. Some of the activities students are asked to do include reading a biography of the person, developing a time line, writing a letter to the person's mother, presenting an original monologue, designing a tee-shirt, creating a tombstone with an appropriate epitaph, and creating a map and developing a graph. The document includes information concerning the unit: goals and objectives, outline, projects, forms, resources, correspondence, sample projects, questions and answers, and bibliography. (DB)

ED 353 192 SO 022 556

Cook, Patricia F.
A Curriculum Design for Teaching Theater History in the High School.
PUB DATE- 9 May 92
NOTE- 84p.; Master's Thesis, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Curriculum Design; Curriculum Research; High Schools; History; History Instruction; Instructional Development; *Learning Strategies; *Student Centered Curriculum; Teaching Methods; *Theater Arts

This practicum report describes a curriculum model of student-centered activities that increase knowledge and improve student attitudes during the study of theater history. The target group was comprised of 30 second year drama students in a suburban high school. The model contains five strategies for increasing knowledge and improving attitude: small/large group interaction, viewing and listening activities, practice and drill, research, and a collaborative public performance project. Success of the practicum was measured through the use of checklists, anecdotal records, rating scales, observation, and teacher prepared tests, the results of which were compared to the objectives. (Author)

ED 353 193 SO 022 557

Santiago, Elizabeth D.
Culture; beyond Our Control, but Not beyond Our Awareness: A Staff Development Program.
PUB DATE- Jun 92
NOTE- 65p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Cultural Awareness; Cultural Education; English (Second Language); High Schools; Inservice Education; Multicultural Education; Nonverbal Communication; Second Language Instruction; *Staff Development

This practicum concerned a staff development program designed to promote cultural awareness among the staff members of a high

Elementary Secondary Education; Higher Education; Inservice Teacher Education; *Preservice Teacher Education; Program Design; *Program Development; Program Evaluation; Teacher Education Curriculum; Teacher Educator Education
IDENTIFIERS- Montclair State College NJ

This paper describes the Critical Thinking in the Schools/Teacher Education project at Montclair State College (New Jersey) and two reforms to the undergraduate preservice teacher education program carried out under this project: the development of extensive collaboration between the college and the public schools which provide clinical sites for teacher education students; and the infusion of teaching for critical thinking throughout the undergraduate teacher education program. The paper considers: the history of critical thinking and the climate at the college that made the revisions possible; the processes and practices that led to improved collaboration between the college and the public schools, including criteria for identifying collaborating "clinical districts"; the agreement between the college and those districts; the work undertaken with inservice teachers in those districts; and the selection and training of clinical adjunct faculty to serve as cooperating teachers from those districts. The paper also outlines the simultaneous revision in the teacher education program, including the development of goals and philosophy for the teaching of critical thinking, the definition of critical thinking, the preparation of college faculty to teach for critical thinking and to supervise students prepared to teach for critical thinking, and the development of new curricula in the undergraduate program. The paper concludes with an outline of plans for institutionalizing and evaluating the program. (IAH)

ED 353 215 SP 034 167

Weinstein, Mark
Informal Logic and Applied Epistemology. Resource Publication Series 3, No. 4.
PUB DATE- 90
NOTE- 28p.; For other documents in this series, see SP 034 164-166.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Instruction; *Critical Thinking; Educational Objectives; Educational Philosophy; *Epistemology; Higher Education; *Logic; *Thinking Skills

Informal logic, developed in response to the shortcomings of standard introductory college logic courses, stands between formal logic and critical thinking and is consequently subject to two opposing tensions. The first of these tensions concerns analogues to formal principles, context-independent criteria for identifying and assessing arguments. The second demands that informal logicians offer an educational program that is of general utility, enabling students better to assess arguments both in their courses of study and in their everyday lives. Informal logic must move beyond the logical to embrace applied epistemology, the study of the epistemologies in use in the various domains of human understanding, in order to ground the assessment of arguments as they occur in the various domains. This paper is an attempt to move informal logic and critical thinking conceived of as informal logic away from a priorism characteristic of formal logic and towards a methodical and epistemological stance that more adequately reflects the range guidance, management, and development. A strategy was designed to field test the validity of making these 13 domains the foundation of a knowledge base for supervisory/administrator staff development. The strategy involves administering a survey, "Inventory of Staff Development Priorities," to new and experienced supervisors, having them rank the importance of the domains, and analyzing the data. This report proposes that the knowledge base identified in this study, as well as the results of analysis of the survey, serve as the foundation for a comprehensive induction program for new supervisors and administrators in New York City. A set of nine guidelines to assist in program design is included. The bibliography includes 33 resources identified in the search for literature relevant to an administrator/supervisor knowledge base which formed the basis for this study. (IAH)

ED 353 234   SP 034 249

Shultz, Eileen L.; And Others
Perceptions of Institutional Climate.
PUB DATE- 92
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Affirmative Action; *College Faculty; Faculty Integration; *Females; Higher Education; *Institutional Environment; Institutional Role; Males; *Occupational Aspiration; Promotion (Occupational); Sex Fairness; *Sex Role; Social Networks; *Teacher Attitudes; Teacher Persistence; Teacher Recruitment
IDENTIFIERS- Kutztown University PA

A study was conducted at Kutztown University (Pennsylvania) to examine issues affecting women in higher education. Areas addressed in the study include aspirations for advancement, perceptions of family support, perceived institutional support, perceived barriers to advancement, and networks perceived to support faculty. Data were solicited through a survey from all faculty members (N=340), half of whom responded. Data from the survey provide a profile of male and female faculty and suggest that the university is still operating within a male-dominated organizational structure with a glass ceiling still in place. Results suggest: women must network and form supportive internal structures that include mentoring; a need exists to reexamine current hiring practices at the university; greater institutional support is needed for faculty; the most attractive support is found to be in professional development monies awarded for research and professional opportunities; and the main sources of inequity seem to be in the ratio of male to female faculty, with a subsequent imbalance in gender between faculty and students. This study has implications for the recruitment and retention of women in higher education, and encourages women seeking mid- and top-level administrative positions. The survey form and 23 references are included. (LL)

ED 353 235   SP 034 255

Karge, Belinda Dunnick; Freiberg, Melissa R.
Beginning Special Education Teachers: At Risk for Attrition.
PUB DATE- Apr 92
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Change; Elementary Secondary Education; *Employment Patterns; Higher Education; Preservice Teacher Education; State Surveys; *Teacher Attitudes; *Teacher Characteristics; *Teacher Education Curriculum; *Teacher Supply and Demand
IDENTIFIERS- *Oregon

A two-phase study to supply information on supply and demand of K-12 educators was requested by Oregon's Joint Boards of Education to provide information needed to prepare for reforms called for in the Oregon Educational Act for the 21st Century (HB 3565). Specific information sought included employment experiences and aspirations of recent licensees in Oregon, adequacy of teacher preparation for current classroom responsibilities and for HB 3565, and training that may be needed to respond to the HB 3565. Phase 1 examined the characteristics of the population of educators (N=7,625) licensed in Oregon between 1989 and 1991. Phase 2 surveyed a sample of individuals (N=566) from the Phase 1 population. Teachers indicated that the most important responsibilities of their current assignments would also be most important in the future context created by school reform. Teachers felt that their college programs provided adequate preparation for most, but not all, of the top-rated areas of teacher responsibility. Additional findings indicate that: (1) specialty area oversupply or undersupply may exist in Oregon's employment market; (2) the need for multicultural diversity in school staffing is unlikely to be met by the recently licensed educator pool; and (3) in the next few years there will be a significant need for preservice and inservice training to respond to reform programs and the socio-cultural needs of students. (IAH)

ED 353 254 SP 034 286

Oregon School Counselor Study.
PUB DATE- 92
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Counseling; *Counselor Attitudes; *Counselor Characteristics; *Counselor Role; *Educational Change; Elementary Secondary Education; *School Counselors; Staff Development; State Surveys
IDENTIFIERS- *Oregon

School counselors are expected to play a vital role in reforms called for in the Oregon Educational Act for the 21st Century (HB 3565). A study was designed to develop a profile of school counselors which includes information about their current job responsibilities, expected responsibilities in the future school reform context, training needs, and overall concerns/reactions to HB 3565. Only 30 percent of the counselors surveyed (N=812) think that their current caseloads are satisfactory; most think that caseloads are too high, making it difficult for counselors to respond to the additional demands inherent in implementation of HB 3565. Respondents see their greatest needs for training in the areas of student motivation problems, providing work-based opportunities and internships, counseling on family problems, applying Oregon school law, and dealing with psychological problems of students and families. Additional findings include: (1) a great majority of counselors are satisfied with their current positions; (2) further diversity is needed within the counselor pool; (3) a

DESCRIPTORS- College Faculty; *College Students; Evaluation Methods; *Evaluators; Higher Education; Individual Differences; *Interrater Reliability; *Measurement Techniques; *Public Speaking; *Speech Evaluation; Speech Skills
IDENTIFIERS- Evaluation Standards; FACETS Computer Program; *Rasch Model; Standard Setting

Understanding the behavior of those evaluating a speech is important for a complete understanding of the public communication process. Ratings of public speaking were submitted to a Rasch analysis to determine whether objective measurement can create and maintain a standard of speech evaluation. Data used were 1,022 ratings of 168 speeches given by 34 public speaking students at Roosevelt University in Chicago (Illinois) in 2 successive years. Speeches were evaluated by four independent raters and student speakers acting as raters. Raters used an 83-item list of components of a good speech completed by 5 speech teachers. The FACETS computer program of J. M. Linacre provided the means of performing the Rasch analysis. Data do not reveal a pattern to rater severity. Independent raters and teachers were no tougher in their judgments than were speakers. A speaker's ability was not related to how tough he or she was as a rater. Results do indicate that objective measurement can create and maintain a standard of speech evaluation. Three tables and three figures illustrate the study. There is a 14-item list of references. (SLD)

ED 353 274 TM 018 981

Kubiak, Anna; And Others
The Effects of Using Educational Background Variables in DIF Analyses.
PUB DATE- Apr 92
NOTE- 51p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Asian Americans; Black Students; *College Entrance Examinations; Courses; *Educational Background; *Ethnic Groups; *Graduate Study; Higher Education; Hispanic Americans; *Item Bias; Majors (Students); Minority Groups; Racial Differences; Reference Groups; *Sex Differences; White Students
IDENTIFIERS- African Americans; Mantel Haenszel Procedure; *Variables

Whether stratifying gender and ethnic groups according to educational variables in the examinees' backgrounds adds information to the differential item functioning (DIF) process for the verbal and quantitative sections of a graduate admission test was explored using data from a 1990 graduate admission test. DIF analyses were performed on the following groups using the Mantel Haenszel procedure: (1) 4,282 males; (2) 6,419 females; (3) 9,267 Whites; (4) 416 African Americans; (5) 368 Hispanic Americans; and (6) 341 Asian Americans. Males and Whites served as the reference groups for females and minority groups, respectively. Undergraduate major and coursework in English and mathematics were the educational variables selected. The study was begun with the idea that a more homogeneous population might decrease the number of items with DIF, but research does not entirely support the original hypothesis. In many cases, the number of items with DIF

Desegregation Plans; Educational Technology; Elementary Secondary Education; *Magnet Schools; Program Evaluation; Racial Balance; *School Desegregation; School Districts; *Second Language Programs; Student Recruitment; Television Curriculum; Urban Schools; *Writing Improvement
IDENTIFIERS- *Portland School District OR

In 1989, the Portland (Oregon) Public Schools received a grant to create an elementary arts magnet school and to enhance magnet programs at four other schools in Portland (Oregon). The Portland Magnet Program emphasized improvements in programing, marketing, and articulation between magnet programs, allowing the schools to purchase state-of-the-art technology and create staff positions to coordinate efforts. In addition to the arts program, foreign language, computer, television, and writing programs were enhanced at the magnet schools. These improvements were instrumental in stabilizing integration patterns at half of the schools and in creating an arts magnet that will be likely to feed magnet students to two schools facing increased isolation. Portland is avoiding total racial isolation in the five schools, and improvements were indeed made in programing and marketing to recruit students. One figure and 15 tables present study data. Five appendixes contain documents used in the five schools, ranging from parent questionnaires and letters to copies of assessments used. (SLD)

ED 353 294 TM 019 284

Assessing Student Achievement in the States: Background Studies. Studies for the Evaluation of the NAEP Trial State Assessment Commissioned for the National Academy of Education Panel Report on the 1990 Trial.
PUB DATE- 92
NOTE- 439p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Academic Achievement; Achievement Tests; *Educational Assessment; Eligibility; Grade 8; Inferences; Junior High Schools; Junior High School Students; Mathematics Tests; *National Surveys; Program Evaluation; Program Implementation; Public Schools; Research Reports; State Programs; *Student Evaluation; Testing Programs; Test Results
IDENTIFIERS- *Trial State Assessment (NAEP)

This document presents 10 papers concerning the 1990 Trial State Assessment, which was restricted to the eighth-grade public school population in 37 states, the District of Columbia, and 2 U.S. territories. The following are the papers: (1) "A Critique of Sampling in the 1990 Trial State Assessment" (Bruce D. Spencer); (2) "Eligibility/Exclusion Issues in the 1990 Trial State Assessment" (Bruce D. Spencer); (3) "Evaluation of the Implementation of the 1990 Trial State Mathematics Assessment" (Donald H. McLaughlin, Frances B. Stancavage, Jay G. Chambers, Elizabeth Hartka, and Kadriye Ercikan); (4) "The Content and Curricular Validity of the 1990 NAEP Mathematics Items: A Retrospective Analysis" (Edward A. Silver, Patricia A. Kenney, and Leslie Salmon-Cox); (5) "The Relative Standing of States in the 1990 Trial State Assessment: The Influence of Choice of Content, Statistics, and Subpopulation Breakdowns" (Robert L. Linn, Lorrie Shepard, and Elizabeth Hartka); (6) "A Study of the Impact of Reporting the Results of the 1990 Trial State Assessment: First Report" (Frances B. Stancavage, Edward Roeber, and George W. Bohrnstedt); (7) "General Issues in Reporting the Results of the NAEP Trial State Assessment Results" (Robert M. Jaeger); (8) "The Case for District- and instrument are discussed. A statistical analysis of the Mississippi State Department of Education records of provisional teacher evaluations on the MATI for the 1990-91 school year is presented. Ratings consisted of 16 indicators scored on a single 1-5 scale and 104 yes/no descriptors. These descriptors were combined to form 26 indicators, producing 42 indicators that were grouped into 14 competencies and dichotomized by a cut score. The competency score is derived from the number of indicators at or above the cut score. A table provides individual indicators that teachers failed at a percentage rate of approximately 63 percent or above on the first evaluation total rating. The 42 indicators and 14 competencies are outlined. (RLC)

ED 353 312 TM 019 376

Conkle, M. Terence; Tishler, Anne G.
Sports Nutrition Knowledge Assessment of Physical Educators and Coaches.
PUB DATE- Nov 92
NOTE- 22p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Knoxville, TN, November 11-13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Athletics; *College Students; Comparative Testing; Educational Improvement; Higher Education; *Knowledge Level; Likert Scales; *Nutrition; *Physical Education; Sports Medicine; Student Attitudes
IDENTIFIERS- Athletic Trainers; Coaching; *Subject Content Knowledge

This study assessed the sports nutrition knowledge of current and prospective physical educators/coaches (HPEs) to determine the need for improved education in this area and to compare the nutrition knowledge of HPEs with that of foods and nutrition students (FNSs) and general college students (GENs). A researcher-developed 4-point Likert-type scale, which contained 70 statements, was administered to 58 students representing a cross-section of health and physical education majors enrolled in upper-level major courses, 27 students in 2 upper-level home economics foods and nutritions courses, and a general group comprised of 20 students in non-health/physical education classes. Statements on the scale assessed nutrition supplementation, fluids and hydration, pre-event nutrition, nutrition composition, nutrition terminology, general nutrition, and nutrition opinion. The dependent variable was sports nutrition knowledge. Frequencies and percentages were computed for all items on the scale. Group mean differences were computed and compared by a one-way analysis of variance. The sports nutrition knowledge of HPEs tested is inferior to standard competency levels. Significantly higher means scores for FNSs were found. Education and information sources for HPEs are insufficient. Currently, interscholastic athletic coaches have little direct control over the dietary behaviors of student-athletes. Five tables are included. (RLC)

ED 353 313 TM 019 377

Scriber, Charles R.; And Others
The Development of an Instrument: Perceptions of Principals toward Educational Vouchers.
PUB DATE- Nov 92

than constructed by persons unfamiliar with the particular state, district, or school curriculum. PAs provide worthwhile tasks that present interesting possibilities for applying an area of curriculum-related knowledge and skills and are inherently instructional. Compared to traditional measures, PAs require a greater expense of time, planning, and thought from students and teachers. Users must pay close attention to technical and equity issues to ensure that PAs are fair to all students. Three examples of successful strategies school, in a Tennessee city school district, and by the Vermont State Department of Education are included, as are 16 addresses of sources of additional information. (RLC)

ED 353 330 TM 019 394

Mullis, Ina
Trends in School and Home Contexts for Learning. NAEPfacts.
PUB DATE- Nov 92
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Classroom Techniques; Course Selection (Students); Educational Assessment; *Educational Trends; *Elementary School Students; Elementary Secondary Education; Family Influence; Homework; *Learning; *National Surveys; Reading Habits; School Statistics; *Secondary School Students; Student Attitudes; Television Viewing; Trend Analysis
IDENTIFIERS- *National Assessment of Educational Progress

This document focuses on trends in school and home frameworks for learning found in National Assessment of Educational Progress (NAEP) data from 1977 to 1990. Trends in classroom instruction, course taking, students' attitudes, homework versus television viewing, and reading habits and home support for literacy are considered. One table provides data on trends in attitudes toward mathematics at ages 13 and 17 years in 1978 to 1990; and another table provides data on trends in television watching at ages 9, 13, and 17 years from 1982 to 1990. Six questions for discussion are listed. Although classrooms should be student, rather than teacher, centered, NAEP trend data indicate that old habits are difficult to change. Results for science and mathematics show movement toward more advanced high school coursework. NAEP data show that students with more positive attitudes about the value of what they are learning generally have higher achievement levels; however, NAEP trend data also show that students' attitudes changed little either in liking particular subjects or in understanding their utility. NAEP trends for doing homework and watching television are either stable or moving in the wrong direction. Students appear to be infrequent readers, and the few changes that have occurred over time reflect decreases in students' propensity to read. (RLC)

ED 353 331 TM 019 396

Status Report on Education in Pennsylvania: A Statistical Summary.
PUB DATE- Oct 92
NOTE- 45p.; Very small, faint type throughout.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Colleges; Educational Finance; Elementary Secondary Education; Graphs; Higher Education; Libraries; Private Schools; Public Schools; *School Statistics; *State Surveys;

PUB DATE- 92
NOTE- 160p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Art Education; Computer Assisted Instruction; *Cooperative Learning; Elementary Secondary Education; Experiential Learning; *Group Activities; Group Discussion; Group Dynamics; Grouping (Instructional Purposes); Learning Activities; *Learning Strategies; Literacy; Peer Teaching; Science Education; Teamwork; Thematic Approach

This book describes issues, trends, and practical teaching concerns that surround cooperative learning. It puts forward specific organizational plans and content area lessons for teachers who would like to become more familiar with active team learning in the classroom. Major themes include collaborative approaches to multicultural education, creativity, literacy, numeracy, educational technology, and an interdisciplinary curriculum. The first of eight chapters looks generally at the application of cooperative learning in the 1990s. The second chapter describes various kinds of cooperative learning programs developed by education professionals, and analyzes their differences. The third chapter looks at how cooperative learning promotes literacy. The fourth chapter addresses scientific literacy and cooperative learning. The fifth chapter discusses the use of computers with cooperative learning, including multimedia computer platforms. The sixth chapter considers collaboration, creativity, and art education. The seventh chapter presents thematic approaches to learning, arguing that this approach integrates the whole curriculum. Practical strategies are also offered. The eighth chapter looks at the larger picture, suggesting that cooperative learning challenges the foundational assumptions of education. References accompany each chapter. (JB)

ED 353 349 UD 029 010

Wheelock, Anne
Crossing the Tracks: How "Untracking" Can Save America's Schools.
SPONS. AGENCY- Edna McConnell Clark Foundation, New York, N.Y.
PUB DATE- 92
NOTE- 325p.; Foreword by Jeannie Oakes.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Aspiration; *Curriculum Development; *Educational Change; Educational Improvement; Elementary Secondary Education; Group Instruction; *Heterogeneous Grouping; Homogeneous Grouping; Individual Differences; Mathematics Education; *Nontraditional Education; Parent Participation; Public Schools; Teacher Expectations of Students; *Track System (Education)
IDENTIFIERS- *Diversity (Student); *Reform Efforts

This book examines the effects of tracking on public education, makes a case for "untracking" as a key education reform, and describes successful untracking efforts. Tracking is an educational practice that groups children of similar abilities and achievement levels together into homogeneous groups.

support coming into conflict with campus or legislative regulations. Policy implications are discussed. (Contains 31 references.) (GLR)

ED 352 925 IR 015 856

Ponte, Joao Pedro; And Others
Using Computers in Mathematics Teaching. A Collection of Case Studies.
SPONS. AGENCY- Commission of the European Communities, Brussels (Belgium).
PUB DATE- Jul 91
NOTE- 224p.; A product of Project Minerva.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Computer Assisted Instruction; Computer Games; Computer Simulation; *Computer Software; Educational Innovation; Foreign Countries; Intermediate Grades; Junior High Schools; Laboratories; *Mathematics Instruction; Secondary Education; *Secondary School Mathematics
IDENTIFIERS- European Community

This collection of case studies of classroom experiences in middle and secondary schools throughout the European Community describes the use of computers in mathematics education. The 16 studies are organized in four main groups: (1) experience in geometry using educational software and Logo in grades 5-10; (2) arithmetic number concepts, statistics, and probability in grades 6-7, using computers to work with numbers and simulate random events; (3) the concept of numerical function and its graphical representation in grades 10-11, including calculus, algebra, and trigonometry; and (4) new topics or new approaches to the mathematics curriculum in grades 11-12, including modeling and combining mathematics and computer science concepts. Further characteristics of the case studies include (1) the different kinds of software--games, tutorial-practice, programming languages, microworlds, spreadsheets, databases, and subject oriented flexible tools, such as MathCad; (2) the origins and nature of the teaching and learning process--group work, problem solving, exploratory activities, searching and interpreting information; and (3) patterns of classroom organization--mathematics laboratories, resource centers, and computers in the classroom. The annexes contain the names and addresses of the teachers and a list of the software packages described in the case studies. (ALF) collected, it was concluded that: (1) future cooperation between different countries of the EC has to concentrate on optimization of the objectivity and reliability of evaluation methods and procedures; (2) the underlying methods for evaluation in the Member States are relatively free of curricular and cultural influences and the Commission should set up a course on evaluation methods to be distributed to interested Member States to encourage unity in methodology; and (3) formative evaluation activities of 'exemplary' organizations should be formalized and documented for use by other EC countries. (Contains 4 references.) (ALF)

ED 352 944 IR 015 889

Glossary of Educational Technology Terms. Second Edition, Revised and Enlarged = Glossaire des termes de technologie educative. Deuxieme edition, revue et augmentee.
PUB DATE- 87
NOTE- 268p.
LANGUAGE- English; French
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134),Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Audiovisual Instruction; Computer Assisted Instruction; *Definitions; *Educational Technology; Educational Television; Foreign Countries; Glossaries; International Communication; International Cooperation; International Educational Exchange; Multilingual Materials; Programed Instruction; *Vocabulary

This glossary prepared by the International Council of Educational Media (ICEM) groups in one volume English and French terms related to educational technology in order to facilitate understanding of these terms, and to promote and encourage communication at the international level. Analysis of terms from the fields of audiovisual teaching, programmed learning, and educational television and documentation, produced an inventory of nearly 3,000 terms which were edited by teams of experts in three languages to determine which were the most important terms according to criteria of relevance and frequency of use. This list contained about 100 words pertaining to computer technology. Following revisions by various groups, the final glossary contains almost 2,000 entries. It has been published in three versions: English-French, French-English; English-Spanish, Spanish-English; and English-Russian, Russian-English. Entries were classified in alphabetical order with the determiner before the noun in languages where appropriate. The definitions proposed by the International Electrotechnical Commission and the International Organization for Standardization were retained whenever possible. A 33-item bibliography is provided and lists of the members of working groups constituted by the ICEM are appended. (ALF)

Research; *Longitudinal Studies; Microcomputers; Online
Systems; *Technological Advancement; Use Studies
IDENTIFIERS- *Market Analysis; *Vendors

This study focuses on the growth of the library automation market from 1981 to 1990. It draws on library automation data published annually in the Library Journal between 1981 and 1990. The data are used to examine: (1) the overall library system market trends based on the total and cumulative number of systems installed and revenue generated; (2) 10 individual vendors involved in selling automated library systems; and (3) the relationship between the new library system technology and the resulting implementation of this technology. The 10-year period can be viewed as the introductory phase of library systems. Growth in the number of systems sold and the amount of revenue generated increased through the period. By 1990, however, statistics showed that the number of systems sold increased dramatically, while revenues decreased, creating an environment for vendors to exit the market. The study of 10 individual vendors showed aggressive market competition. It was hypothesized that the introduction of new technology is reflected in an unusually large increase in system installations. The dramatic decrease in revenues in 1990 reflects the technology increase in personal computer computing power. The increase in library system sales can be related to the introduction of new technology to the automated library system market. Eight graphs displaying information about library market growth and revenues and vendor performance are appended. (Contains 27 references.) (KRN)

(Contains 20 references.) (Author/ALF)

ED 352 983 IR 054 334

Barron, Billy
Accessing On-line Bibliographic Databases. Revised.
PUB DATE- Oct 92
NOTE- 254p.; This document can be downloaded from the Internet via anonymous FTP on the node FTP.UNT.EDU(129.120.1.1).
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Academic Libraries; *Computer Networks; *Computer Software; Database Management Systems; Foreign Countries; Higher Education; *Online Catalogs; *Online Searching; Research Libraries
IDENTIFIERS- *Internet; United States

Developed for students at the University of North Texas, this directory lists 482 libraries with computerized catalogs that can be accessed through the Internet. Most of the libraries are academic libraries, the majority of which are located in the United States. The list also includes libraries located in Europe, Australia, Israel, and elsewhere. Each entry provides information about how to connect with and search the online catalogs. More detailed information on using various library software systems, such as NOTIS, OCLC, or PALS is provided in 22 appendices. A table of contents and an index are provided. (Contains 14 references.) (KRN) reviewed, including those at the ministerial, regional, and local levels. Finally, recent developments in articulation and possible directions are discussed. A 67-item bibliography of cited documents is included. (AC)

ED 353 001 JC 920 566

L'enseignement de l'anglais dans les colleges anglophones. Avis au ministre de l'enseignement superieur et de la science (English Instruction in English-Speaking Colleges. Advisory to the Minister of Higher Education and Science).
PUB DATE- Oct 90
NOTE- 48p.
LANGUAGE- French
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Curriculum; College Instruction; Community Colleges; Curriculum Development; Educational Quality; *English (Second Language); English Instruction; Foreign Countries; Language Fluency; *Language Maintenance; Language of Instruction; Remedial Instruction; *Second Language Learning; *Statewide Planning; Two Year Colleges
IDENTIFIERS- *Quebec; *Quebec Colleges of General and Professional Educ

The quality of language is a matter of concern in numerous educational systems throughout the world. In Quebec, questions of the health of both the French and English languages take on particular importance. This report makes a series of proposals to the Ministry of Higher Education and Science designed to ensure the coherence and quality of English-language instruction and to support Colleges of General and Professional Education (CEGEPs) which provide instruction in English. Part 1 provides a descriptive overview of college-level English instruction. Noting that a significant number of college students have serious language problems, the section assesses the scope of the problem, factors that contribute to students' language problems, and consequences of poor language skills for a student's college education. Concluding comments suggest that the nature, causes, and consequences of poor English skills in an Anglophone college are similar to those of poor French skills in a Francophone college. Part 1 continues with an analysis of the English curriculum. Required English courses are described, including literature and linguistics courses and remedial courses taught at the elementary level. In addition, course objectives and instructors' responsibilities are discussed. Next, the report examines a variety of initiatives undertaken by Anglophone CEGEPs to provide their students with the best possible English instruction. Part 2 begins by justifying the involvement of the CEGEP Council of Colleges in this issue, and then offers recommendations to the Ministry concerning objectives, required courses, remedial courses, instruction, learning centers, the responsibility of faculty from other disciplines, the assessment of language competence, and the colleges' role. (AC)

Needs; School Surveys; Two Year Colleges
IDENTIFIERS- *Texas

In October 1992, doctoral students enrolled in a community college leadership program at Baylor University in Waco, Texas, were assigned six questions to be answered in collaboration with the Chief Executive Officer (CEO), or the CEO's designate, at the 15 community colleges where the students were employed. The questions explored respondents' perceptions of the top issues/problems facing the colleges; the solutions currently being tried or being proposed to address these issues/problems; new campus administrative programs or efforts implemented in fall 1992; new campus curricular and instructional programs implemented in fall 1992; research studies that respondents would like to see undertaken on their campus in fall 1992; and research studies currently underway at the campuses. Study findings included the following: (1) over 50% of the respondents cited inadequate state funding as the top issue/problem facing the college, followed by the need for expansion of present facilities and new facilities, and the need for more progressive and effective leadership; (2) new approaches to budgeting was the most frequently cited solution for dealing with fiscal problems; (3) among the new administrative programs and efforts cited by respondents were early retirement incentives, total quality management, and a support system for black male students; (4) several colleges reported ongoing revision and updating of curricular and instructional programs; (5) among the research of interest to respondents were studies of student retention, and grades and attendance correlation; and (6) five respondents reported not knowing of any research studies currently underway at their campus. (PAA)

This essay examines the challenges that today's children and families face due to the rapidly changing nature of modern society, and suggests some solutions to help ensure the optimal development of children and adolescents. Rapid technological change, the decline of the extended family, the increased number of women in the workplace, and increasing incidences of divorce, single parenthood, and substance abuse have transformed American society in the late 20th century, making parenting both more difficult and more complex. To help parents cope with these challenges, government, health care institutions, schools, and voluntary organizations need to cooperate to provide a network of supportive health, educational, and social services that are available to families with children and adolescents in all communities. These services should include: (1) enriched prenatal care; (2) well-baby care; (3) good-quality day care; (4) family support organizations that build parental competence; and (5) youth agencies and organizations that provide young people with recreational activities and teach a variety of basic life skills. While the costs of such policies may be considerable, the social and economic costs of not implementing them, in the form of lost productivity, increased health care and welfare costs, rising prison populations, and growing social discord, will be even greater. Contains 45 references. (MDM)

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; Cross Cultural Studies; Cultural Differences; Early Childhood Education; *Educational Improvement; Educational Research; Foreign Countries; Minority Group Children; *Relevance (Education); *Young Children
IDENTIFIERS- *Pacific Islands; United States

This paper examines research on school performance of ethnic minorities in the United States and the Pacific islands in an effort to develop new approaches to the education of Pacific island children. The examination reveals that children who come from American homes that are outside of the mainstream often experience difficulty in Western-style classrooms that are organized according to culturally different assumptions about the use of time, space, language, and instructional strategies. In general, the research shows that orientation to peers, group performance, and meaningful topics plays a greater role in the learning of island students than in the learning of students from American mainstream families. To help improve the education of island children, classrooms may have to be reorganized to allow students to work with their peers in heterogeneous groups for both instruction and independent work. Pacing and timing, and the amount of teacher control, may also need to be adjusted to match the performance of students. Parents and teachers need to discuss their expectations and collaboratively develop school environments and curriculum that will benefit Pacific island children. (Contains 19 references.) (MDM) informants were included in the study only if they had been born and raised on the kibbutz. Interviews were open-ended and designed to elicit detailed accounts of the kibbutzniks' life histories and educational experiences. Findings indicated factors which pushed young people to leave the kibbutz. These included educational factors, such as an educational system which pressures children to be like everyone else and against which young people rebel, and personal factors, such as a desire for economic independence and individual freedom. Findings also indicated several factors, including economic independence and the desire for success and happiness, which caused ex-kibbutznik emigrees to remain in the United States. Results suggested that kibbutz education fails to distinguish between the obligation to live in Israel and the option to live on the kibbutz, and that this causes young people to feel that they must either live on the kibbutz or leave Israel. (MM)

NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Achievement Gains; Elementary Secondary Education; Mathematics; *Migrant Children; *Migrant Programs; Program Administration; Program Effectiveness; Program Evaluation; Reading; Second Language Learning; Special Needs Students; State Agencies
IDENTIFIERS- *Colorado

This report evaluates migrant programs in Colorado during the 1990-91 school year. Fifteen regular migrant education projects conducted by Colorado school districts and Boards of Cooperative Educational Services (BOCES), served 1,940 migrant students in 686 schools. Thirteen summer programs were administered in 17 schools and served 2,343 students. Migrant student participation in the regular-year program increased 29.3 percent from the 1989-90 school year; participation in the summer program increased 0.3 percent. Both regular-year and summer programs served a predominance of interstate migrant students (56.5%). The projects offered assistance to migrant students to help them succeed in a regular school program, attain grade-level proficiency, and improve their achievement in basic skills. The progress of the students was measured with norm-referenced and criterion-referenced tests. Norm-referenced test results indicate that, with variations across grade levels, reading programs were effective in improving achievement levels while math scores dropped when compared to the previous year. Criterion-referenced test results for both regular-year and summer programs indicate gains in average scores for reading and math. Summer programs realized all of the eight measured objectives, i.e., students gained 2 months grade equivalent in reading and math during the summer as measured by the Brigance Inventory and 85 percent of migratory students demonstrated knowledge of career options. Of the five state objectives for regular-year programs, however, only one was met. Recommendations for the 1990-91 program were listed. This document contains 15 figures. (LP)

Conference of the Association for Experiential Education (20th, Banff, Alberta, Canada, October 8-11, 1992); see RC 018 928.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; *Adventure Education; Behavior Change; *Experiential Learning; Intervention; Outdoor Education; Program Descriptions; Secondary Education; *Self Concept; *Therapy
IDENTIFIERS- *Experiential Therapy; *Rope Course

This paper provides information about conducting adventure-based counseling using a ropes course with adolescent psychiatric inpatients. Active learning in the process of therapy is widely accepted, but it is not clear how the complex nature of that relationship works and how programs should be structured to facilitate change. Theoretical foundations of experiential therapy can be traced to both Gestalt and cognitive therapies. Gestalt therapy stresses the link between behavior and emotion while cognitive therapy involves changing thinking to change behavior. Important considerations in establishing an institutional ropes therapy program include patient selection and contraindications, parent education and consent, staff facilitators and training, and safety. Keys to effective therapy include integrating experiential therapy into treatment and training and addressing the competence of experiential therapy staff. Group session begins with individual goalsetting, a structured exercise in which each patient makes a commitment to a specific personal goal (for the day) and to a group goal. An essential component of experiential group learning is processing the experience of each member and interactions among members to provide an opportunity for personal enrichment and change that otherwise might not take place. Documentation about each person's participation in the ropes group should include a detailed summary of what took place with that individual during the ropes course. Experiential education as a major adjunctive mode of therapy for adolescent patients is gaining increasing acceptance for positive behavior change. (LP)

PUB TYPE- Reports - Evaluative/Feasibility (142),Test,
Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Basic Skills; *Computer Assisted Instruction; High Schools; Mathematics Achievement; Mathematics Education; Mathematics Instruction; *Mathematics Skills; Mathematics Tests; Nontraditional Education; Program Evaluation; Reading Achievement; Reading Improvement; Reading Instruction; *Reading Skills; *Remedial Programs; Standardized Tests
IDENTIFIERS- *IDEAL Curriculum and Computer System; Stanford Diagnostic Mathematics Test; Stanford Diagnostic Reading Test

Each year at the Greater Lawrence Technical School (Massachusetts), students are identified who lack the necessary basic skills to successfully complete a typical high school program. This problem led to the development of an alternative instructional program designed to accomplish remediation in the basic skills using computer-based instruction. The Greater Lawrence program is designed to promote and foster individual, independent growth and skill accomplishment for secondary students in the skills of mathematics and reading. The purpose of this study was to evaluate and review the appropriateness of the reading and math program in terms of its impact on the reading or math scores for those students assigned to the developmental skills lab. The study was conducted to determine the extent to which the degree of use of the computer-based instructional program affected groups of students on standardized achievement measures. Progress for each student was calculated on a pre-post test gain basis. The mean normal curve equivalent gains on reading comprehension and mathematics from pretest to posttest was statistically significant. This alternative supplementary approach to provide reading and mathematics instruction at the secondary level demonstrates improvement in relevant test scores on standardized achievement tests. Particularly positive were the mathematics achievement gains. This report provides the results of the program's evaluation. (Contains over 50 references.) (Author/MDH)

LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Botany; Canada Natives; Childrens Literature; Concept Formation; Curriculum Guides; *Elementary School Science; English (Second Language); English Instruction; Eskimo Aleut Languages; Foreign Countries; Integrated Curriculum; *Interdisciplinary Approach; *Language Arts; *Language Skills; Learning Activities; Mathematics Instruction; Primary Education; Process Education; *Science Instruction; Social Studies; Units of Study
IDENTIFIERS- Northwest Territories

One of the basic principles of the Language Development Approach is that students must learn the language necessary to understand, talk, and write about all subject areas in order to succeed in school. This book contains information about teaching primary school science in the Northwest Territories with lessons that emphasize language. The goals of the unit are to (1) develop student language proficiency; (2) provide opportunities for students to use language in many different situations and for many different purposes; (3) develop student listening, speaking, reading, writing, and thinking skills including the science process skills; and (4) expand student knowledge of the science concepts related to plants. Following a section on resources (background information on plants, resources included with this unit--various pictures of plants, related English materials--magazines, lists of children's books about plants, teacher's resources, films, etc., and related native language materials), lesson plans for grades one, two, and three on six topics (plants are living objects, parts of a plant, seeds, how plants grow, types, and how people use plants) are presented. Activity ideas for science/social studies, mathematics, language arts, music/poems/stories, art, physical education/movement, and special activities are suggested. Each lesson plan contains the following segments--exercises or activities: English vocabulary, English sentence patterns, English language concepts, special materials required, concept development/language exposure, language practice, and application. Poems, songs, and stories on this subject conclude the guide. The lessons are appropriate for students whose first language is English as well as for students who are learning English as a second language. (PR/CW)

EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; Course Descriptions; Experiential Learning; *Foundations of Education; Higher Education; *Interdisciplinary Approach; Local History; *Moral Values; Political Influences; Teacher Education; Teaching Experience; Teaching Methods; Textbooks

This theme issue of "Educational Foundations" presents five articles on topics ranging from moral concern in matters such as textbook controversies to the politics of society. Additionally, three of the articles focus on the teaching and learning of adults. Kenneth D. Benne's article, "Toward a Moral Basis for Politics and a Political Basis for Morality," is the published version of his R. Freeman Butts Lecture from the 1990 Annual Meeting of the American Educational Studies Association. In "Experiencing Teaching: Viewing and Re-Viewing Education 429" Ann Berlak shares self-reflections as an "experiencing" teacher. In "New Perspectives on Community and Self: Implications of Constructing History: A Case Study" Rae W. Rohfeld and Joan N. Burstyn present a study of a cooperative, community history project that produced experiential adult learning that was instrumental, dialogic, or self-reflective. In "Teaching Social Foundations to Undergraduates: The Importance of Instructor's Educational Training" Linda Spatig and Robert Bickel report on research which indicates that faculty with foundations training orient their classes toward an interpretative, normative, and critical study of educational issues. In "Repressive Pluralism" Joseph Watras examines textbook controversies and argues that focusing primarily on the legal issues of individual rights and academic freedom produces a repressive pluralism that prevents an examination of the larger social purpose of schooling. (DB)

school. The program consisted of three 2-hour sessions of intensive workshops that focused on: (1) the definition of culture; (2) nonverbal communication; and (3) the influence of culture in language development and social integration. The sessions were followed by three weekly 1-hour meetings in which participants shared experiences, concerns, and creative ideas as they implemented the skills learned at each session. During implementation, participants were required to select a limited English proficient (LEP) student to work closely with, for exposure and as a case study. At the end of the program, the student (case study subject) narrated participant's application of knowledge. An analysis of all the objectives and case studies revealed mastery of cultural awareness by the target group. Appendices include needs analysis instruments, training session outlines, pretests, posttests, and evaluation instruments. (Author/AA)

ED 353 194   SO 022 561

Mayton, Daniel M., II
The Value Structure of Nonviolent Personality Predispositions.
PUB DATE- 92
NOTE- 17p.; Paper presented at the Annual Meeting of the American Psychological Association (100th, Washington, DC, August 14, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Theories; Peace; *Personality Theories; Personality Traits; Psychological Patterns; *Psychological Studies; *Social Science Research; Social Theories; *Values; Violence
IDENTIFIERS- *Nonviolence

What differentiates nonviolent individuals from violent individuals? This paper addresses the question by linking current psychological literature on human values with literature on nonviolence. Recent contributions to values theory have begun to establish a universal structure of human values. The theoretical case is made that nonviolent predispositions are positively related to the value domains of universalism, benevolence, and conformity. Some empirical support for these relationships is provided and recommendations are made for future research on nonviolent personality predispositions. (Contains 20 references.) (DB) of practices in knowledge gathering. Informal logic/critical thinking must include awareness and practice in the complexity of arguments embedded in various disciplinary practices. If students are to be helped to think critically they must learn to access relevant information, apply appropriate methodical principles, and look to analyses of issues that reflect the most appropriate methodology in many domains. (IAH)

ED 353 216   SP 034 175

The Adaptive Dimension in Core Curriculum.
PUB DATE- 92
NOTE- 36p.; For a related document, see ED 340 692.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Environment; *Core Curriculum; Decision Making; Educational Change; Educational Practices; Elementary Secondary Education; Foreign Countries; *Individual Differences; *Instructional Innovation; Learning Processes; Personal Autonomy; Student Adjustment; Student Participation; *Student Role; *Teacher Role
IDENTIFIERS- Saskatchewan

The Adaptive Dimension refers to the concept of making adjustments in approved educational programs to accommodate diversity in student learning needs, and to practices undertaken to make the approved core curriculum, instruction, and the learning environment meaningful and appropriate for each student. Adaptation takes into account the shift away from teacher-centered classrooms to student-centered classrooms in which students take responsibility for their own learning. The teacher's role changes from that of the central figure who directs all learning to that of supporter and facilitator of student learning. This document provides a conceptual framework and a comprehensive rationale for adaptation, including philosophical, psychological, and pedagogical bases for the position that it is an appropriate response to managing the challenges associated with maximizing student learning. Support is provided for the position that decisions about adaptations are best made by professionals working with students on a daily basis. It is the teacher as decision maker who assesses the needs of each learner in the classroom and exercises professional judgment regarding the adaptive variables. (Contains 52 references.) (LL)

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Administrative Policy; Administrator Attitudes; *Administrator Role; *Beginning Teacher Induction; Collegiality; Decision Making; Educational Practices; Elementary Secondary Education; Inservice Teacher Education; *Job Satisfaction; Policy Formation; Professional Recognition; *Special Education Teachers; *Teacher Attitudes; Teacher Participation; *Teacher Persistence

Recognizing the importance of early experience to job satisfaction and commitment, this study was conducted to investigate the effect of support from administration on the induction and retention of 457 beginning public school, special education teachers. Secondary analysis techniques were applied to information derived from the 1987-88 cross sectional database Schools and Staffing Survey (SASS), with concentration on results of the Perceptions and Attitudes toward Teaching section. Findings suggest that the presence of administrative support is significant to beginning special education teachers in scheduling conferences and Individualized Education Plan meetings, providing information, and giving authorization to act; in allowing novices' participation in educational decision making and staff meetings; in providing appropriate resources; and in recognizing progress made. The findings in this study confirm previous research that aspects of the teaching climate can help to ameliorate conditions that may lead to attrition of new teachers. This conclusion may strongly influence educational policy making. It supports the call for the provision of mentoring and other beginning teacher induction programs. (Contains 21 references.) (LL)

high replacement need exists for school counselors based on projected retirement plans of counselors over the next 10 years; and (4) counselors predict that teachers will be more involved in providing career advising to students in the future under HB 3565. (IAH)

ED 353 255 SP 034 287

School Staffing Trends Study.
PUB DATE- 92
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Educational Change; Educational Trends; Elementary Secondary Education; *Employment Projections; Preservice Teacher Education; Professional Personnel; School Counselors; *Staff Development; State Surveys; Teacher Attitudes; *Teacher Supply and Demand; Trend Analysis
IDENTIFIERS- *Oregon

This study examined the future staffing trends in Oregon's public schools, particularly with regard to teachers and counselors, within the context of the Oregon Educational Act for the 21st Century (HB 3565). Twenty-nine persons were interviewed, primarily superintendents, superintendent/principals, and assistant superintendents. Budget limitations are causing districts to curtail hiring of professional staff. For those districts able to hire professional staff, the applicant pool for teachers and administrators appears to be generally adequate although the counseling applicant pool is troubling for some districts. Although some small districts are having trouble locating substitute teachers, in general the applicant pool appears adequate. The employment market for teachers and administrators will likely be weak if school districts continue to face budget constraints. Districts recommend that teacher preparation programs provide more intensive practicums in multiple grade levels and school settings. Interviewees indicated that training of professional staff is very important although funding is a major problem. Training in the areas of special learning needs, restructured curriculum, and health and social problems is needed. Many districts intend to wait for leadership, direction, and funding support with regard to school reform. (IAH) remained the same or increased when a more homogeneous population was analyzed. Coursework analyses were not as clear as had been expected. Some of the DIF did appear to be explainable, and the contribution of background variables to DIF may be elucidated by further study. Included are 33 tables of DIF analysis results and 9 graphs illustrating comparisons among groups. (SLD)

ED 353 275 TM 018 982

Gadzella, Bernadette M.; And Others
Reliability of Students' Views of an "Ideal" Student Questionnaire.
PUB DATE- Nov 91
NOTE- 11p.; Paper presented at the Annual Meeting of the Texas Psychological Association (San Antonio, TX, November 9, 1991).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Students; *Educational Quality; Higher Education; *Likert Scales; *Questionnaires; Student Attitudes; *Student Characteristics; *Test Reliability
IDENTIFIERS- Alpha Coefficient; Pearson Product Moment Correlation; *Students Views of an Ideal Student Questionnaire; Test Retest Reliability

The reliability of the Students' Views of an Ideal Student Questionnaire was studied. The questionnaire consists of 26 characteristics of a quality student. The subjects were 88 volunteers (33 males and 55 females), enrolled in various classes at a state university, who responded to the questionnaire twice within 10 days. Subjects included 35 freshmen, 27 sophomores, 19 juniors, 3 seniors, and 4 graduates. They rated each characteristic on a five-point Likert scale with five as the most important, and one as the least important. Correlations for the two responses to each criterion were compared for the total group. The data were analyzed using the Pearson-product moment correlation (test-retest) and Cronbach's alpha (internal consistency) for different groups. All correlations were statistically significant. Results show that the questionnaire was a reliable instrument indicating students' view of a quality student. Four tables present study data. (SLD)

School-Level Results from NAEP" (Ramsey Selden); (9) "Cautions on the Future of NAEP: Arguments Against Using NAEP Tests and Data Reporting below the State Level" (Walter Haney and George F. Madaus); and (10) "Reasonable Inferences for the Trial State NAEP Given the Current Design: Inferences that Can and Cannot Be Made" (Edward H. Haertel). (RLC)

ED 353 295 TM 019 307

Paul, Richard; Nosich, Gerald M.
Using Intellectual Standards To Assess Student Reasoning.
PUB DATE- 92
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Standards; Charts; *Cognitive Measurement; Critical Thinking; Educational Assessment; Elementary Secondary Education; *Evaluation Criteria; *Intelligence; Problem Solving; *Student Evaluation; Teacher Role; *Thinking Skills
IDENTIFIERS- *Elements of Reasoning

This document provides specific examples of what is involved in applying intellectual criteria and standards to students' reasoning, focusing on elements of reasoning (EORs). The significance of reasoning having elements and the need for standards in assessing reasoning are described. The following are the EORs: (1) purpose, goal, or end in view (all reasoning has a purpose); (2) question at issue or problem to be solved (all reasoning is an attempt to figure something out, settle some question, or solve some problem); (3) point of view or frame of reference (all reasoning is done from some viewpoint); (4) the empirical dimension of reasoning (all reasoning is based on data, information, and/or evidence); (5) the conceptual dimension of reasoning (all reasoning is expressed through and shaped by concepts and ideas); (6) assumptions (all reasoning is based on assumptions); (7) implications and consequences (all reasoning leads somewhere and has implications and consequences); and (8) inferences (all reasoning contains inferences by which conclusions are drawn and meaning is given to data). The interface between EORs and standards is considered. Eight three-columned charts, one for each of the EORs, briefly characterize differences between how good and bad reasoners handle components of their reasoning. The charts provide samples of feedback that teachers might give to students about each component of students' performance as reasoners. (RLC)

NOTE- 19p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Knoxville, TN, November 11-13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrative Problems; *Administrator Attitudes; *Educational Vouchers; Elementary Secondary Education; Pilot Projects; *Principals; Student Financial Aid; *Test Construction

An instrument was developed to measure the perceptions of principals toward problems related to educational vouchers (EVs). Thirty-four items concerning freedom of choice, equalization, segregation, church and state issues, and enrollment and recruitment were originally chosen through a literature review. Seventeen graduate students in administration and supervision rated the instrument's content, clarity, format, and readability well. In March of 1992, formal validation involved submitting the instrument to 44 school administrators (31 from Louisiana and 13 from Mississippi) to assess the face validity. After 2 weeks, the Louisiana group received the instrument a second time as the posttest. The pre and post pilot data were factor analyzed. Five factors (attitude/perception toward EVs, institutional effect of EVs, effect of EVs on educational standards, effect of EVs on privatization, and effect of EVs on enrollment) were analyzed for reliability. A block of items was removed that did not contribute to internal consistency, reducing the number of items to 18. In July of 1992, reliability and validation with factor analysis were performed on the revised instrument using a pilot study of 44 graduate students. A consistency analysis was done. Perceptions about EVs are based on at least two underlying factors that have sweeping implications for schools and communities. Two complications presented by the EV system (administrative perceptions and institutional effect) can now be measured and addressed using the developed instrument. Four tables are included. (RLC)

Student Characteristics; Tables (Data); Teacher Characteristics; Vocational Education
IDENTIFIERS- *Educational Information; *Pennsylvania; Status Reports

This report contains 40 tables and 10 figures providing data on education in Pennsylvania in the areas of students, staff, finances, schools, and libraries for the 1991-92 school year. A statistical summary shows that in that year, the state had: 501 public school districts; 29 intermediate units; 3,252 public schools; 2,312 private and non-public schools; 145 colleges and universities; 1,692,797 students enrolled in public schools; 335,744 students enrolled in private and non-public schools; 579,553 students enrolled in colleges and universities; 104,770 public school graduates; 18,317 private and non-public school graduates; 97,046 college and university graduates; 27,882 graduate educational development diplomas issued; 99,286 full-time public school classroom teachers; 19,673 non-public school classroom teachers; an average public school classroom teacher's salary of $38,715; an average college and university full-time instructional faculty's salary of $46,075; expenditures per average daily membership of $3,249 for instruction, $5,239 for current expenditures, and $5,733 for total expenditures; 585 public libraries; and 162,591 resident live births. (RLC)

"Untracking" is the process of eliminating a track system in schools and reworking the education process to serve heterogeneous groups. Untracking schools create academic communities founded on a moral vision of all students learning together at high levels with the understanding that they are engaged in the first stages of a process of life-long learning. Part 1, an introduction, looks at the current status of tracking in public schools, problems with tracking, and reasons for detracking. Part 2 summarizes components of successful untracking in schools and districts. In Part 3, 7 chapters explore these components through the experiences of specific schools and cover the following topics: (1) involving parents and the community in the untracking effort; (2) establishing a culture of high expectations within an untracked school; (3) organizing and grouping students for diversity including grouping practices, compensatory education, language-diverse students, and multi-age grouping; (4) fashioning high-level curricula for heterogeneous groups; (5) untracking instruction and assessment in heterogeneous classrooms; (6) teaching mathematics; and (7) the affect of untracking on student aspirations. Included are a list of untracked schools and extensive references for each chapter or section. (JB)

ED 353 350 UD 029 012

Mabbutt, Richard
Reducing Bias: Research Notes on Racism in America.
PUB DATE- Oct 91
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Affirmative Action; Experimenter Characteristics; Long Range Planning; Minority Groups; *Racial Bias; Racial Discrimination; Racial Relations; Researchers; Research Methodology; *Social Science Research
IDENTIFIERS- *Idaho; Research Results; *Research Trends

This paper highlights recent developments in research on racism in the United States, and notes several conceptual issues of significance for the long-range planning work of those interested in reducing racism in America and particularly in Idaho. Growth in the number of minority researchers has resulted in increased attention toward racism as it affects other minority groups, and has led to the development of new theories or reinterpretations and to the greater sophistication of both theoretical development and empirical investigations. In addition, there is greater diversity to the definition of the word "racism". Some "constellations" of findings of recent empirical research on prejudice and discrimination include results on how prejudice is learned, class prejudice, racism and self-esteem, the impact of contact among diverse groups, additive multiculturalism, the nature of social experiences, and the role of schools. In addressing each of these subjects, the paper offers a general description of recent findings and in most cases quotations from key studies and theories. A final section considers the implications of these findings for education, business, and society in general. (Contains 101 references.) (JB)

ED 353 351 UD 029 013

Report of the Hispanic Learner Task Force.
PUB DATE- Feb 92
NOTE- 35p.

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